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AUTHOR Archetti, Carmen Fernandez
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ABSTRACT

This practicum report describes an attempt to develop and implement a systematic public relations program for an elementary school center, with the aim of improving public confidence in the school. The author developed a model process for instituting and sustaining a general public relations operation and then field tested the model at South Grade Elementary School in Palm Beach County, Florida. Districtwide surveys of parent and teacher attitudes were conducted before and after the field test. Comparison of pretest and posttest survey data indicated a substantial gain in favorable parent and teacher responses over the period of the practicum. Besides describing the field test and presenting data from the parent and teacher surveys, the report also includes a descriptive self-study prepared by the faculty of South Grade Elementary School and a guide designed to aid school personnel in developing a public relations program for their school. (JG)

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PUBLIC RELATIONS POWER

by

Carmen Fernandez Archetti

School system administrators familiar with this practicum:;

1. Mr. John J. McDonald, South Area Superintendent
   School Board of Palm Beach County, 505 South Congress Avenue,
   Boynton Beach, Florida 33435, Phone 737-7300, Ext. 11

2. Mrs. Elizabeth Smith, South Area Director of Instruction,
   School Board of Palm Beach County, 505 South Congress Ave.,
   Boynton Beach, Florida 33435, Phone 737-7300, Ext. 17

3. Dr. Camille Dorman, General Supervisor, School Board of Palm
   Beach County, 3323 Belvedere Road, West Palm Beach, Fla. 33401
   Phone 683-0050, Ext. 300

Submitted in Partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

West Palm Beach Cluster
Dr. John Thurber, Coordinator

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ABSTRACT

The purpose of this practicum was to develop a model for a systematic public relations program for the elementary school center, with the aim of improving public confidence in and attitude towards the education system. This model is a process for instituting a general public relations operation, capable of sustaining an ongoing public relations operation. This prototype was field tested at South Grade Elementary School. A comparison of survey items of parent and teacher district wide surveys indicate that the parents and teachers at South Grade rated their school more favorably than did their counterparts district wide. A pre and post item comparison indicates a substantial gain in favorable parent and teacher responses. As a result, the guide developed as a model has been accepted by the director of Public Relations of Palm Beach County for use in the elementary schools.

INTRODUCTION

The first section of the report describes the rationale for selection of this practicum. The shortcomings and problems in the South Grade School situation are specifically defined. The target publics are defined and objectives with regard to these publics are stated.

The next section of the report states the major tenets of the public relations movement in education and introduces the reader to current beliefs regarding public relations. The purposes of school public relations are examined. In order to better design a public relations model, model development was studied by the public relations committee.

Development of the public relations program is discussed next. Identification of the committee members and how they worked is found in this section. The processes involved in formulating the basic model start here. The committee collected data relating to the school and its publics and planned a "two-way" communications system.

In the section dealing with preparation of the guide, the process of developing a simple, concise guide is described. The content of the guide is listed and the rationale for inclusion is discussed. Originally the guide dealt with four objectives. After it was field

tested, the formative evaluation by teachers and the public relations committee prompted various additions to the format. Sections were added to provide methods for diagnosis of problems, and activities to strengthen identifiable weak areas.

Field testing the guide/program in the school is discussed next. The processes used by the committee in working with the staff and the activities used by the staff are explained here. The reaction of instructional and non-instructional personnel are explained as well as their involvement in the public relations program. Some evaluative measures are also discussed.

The evaluative strategy and results are the final portion of the report. Evaluation of the stated objectives, and comparisons of school and countywide data significantly point to the effectiveness of the public relations model. Pre and post data indicate a 32 percent positive gain in the area of student-staff relationship. The teachers' survey form results indicate an overwhelmingly supportive response for the public relations program.

PUBLIC RELATIONS POWER

by

Carmen Fernandez Archetti[1]

RATIONALE FOR UNDERTAKING THIS PRACTICUM

It is generally accepted that the public standing of our schools depends on public understanding. Yet, according to national opinion research, understanding of the public schools is not as good as we would think or hope it to be. National survey findings on this subject have been reinforced in the local school district opinion polls.

Since 1969, Gallup International has conducted an annual opinion poll throughout America designed to provide an objective analysis of public opinion "....on significant questions in public opinion." The Gallup polls have repeatedly found that the public is not very well informed about education.

During the first four years of the national survey, criticism of schools has generally fallen into categories such as "discipline," "financing," "overcrowding," "poor transportation," "integration," "buildings too old," etc. The Gallup studies also show that parents with children of school age tend to be better informed

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[1]Principal at South Grade Elementary School, Lake Worth, Florida, 260 students in grades K-6.

than others. Yet, parents say they would like to know more than they do about their local schools.

One important finding from the polls was the fact that citizens do not seem to relate to their total local school district. Rather they form their opinions and attitudes about schools based upon their feelings toward the school nearest them, the school which their children attend or the neighbors' children attend. Curriculum is high on the list of parent requests for information and is also of interest to those without children in school. The only effective way of telling that curriculum story, of interpreting the quality of education offered in schools, is at the school-building level.

South Grade Elementary School is a 49 year old school which has had a history of very active parent involvement. The school records indicate an active Parent-Teacher Association since 1930. Many school projects and fund raising drives were carried out. During the past 10 years, however, a variety of factors has affected parent-school involvement.

The school's boundaries have been changed four times in the ten year period. Thus no sooner had the school adapted its program to meet the needs of the newcomers, than the school was given a different group of students to serve.

The student composition, originally all white, is now 15% Spanish American and 33% black. Our black students are the only students bussed into the school. They live in a community seven miles south of the school.

The area surrounding the school has developed into a highly transient community. As a result, a large percentage of the students (40%) spend no more than 2 or 3 years at the school. A substantial number of these students (25%) spend only one year at the school.

During these past ten years of student population change, parent involvement has dwindled considerably. Whereas these factors have contributed to the current lack of parental involvement, there had been no effort on the part of the school to bring about a "better informed" parent community. The school staff has been concerned over the apathy and attitude of the parents as evidenced by the following:

1. Poor attendance at school meetings
2. Lack of participation for parent-teacher conferences
3. Palm Beach County Parent-Teacher Survey (1973-74) reflects dissatisfaction with the school
   a. Only 18% of parents responded to survey
   b. In the area of "quality of instruction" parents

rated school 53rd in system (out of 60 schools)

c. Parents rated most items relating to the school center (school atmosphere, discipline, teacher-pupil relationship) very low

4. Lack of parent participation in school activities

a. Parents unwilling to volunteer any help in running school clinic

b. Parents unwilling to volunteer to assist as chaperones for field trips

c. Parents unwilling to serve as classroom contact persons

The poor rating parents gave the school in the survey combined with the lack of participation reflect both a lack of confidence in the school and some obvious apathy. While it is difficult to pin point the exact cause of apathy and mistrust on the part of the school community, it is imperative that a vehicle be designed and implemented to turn the parents into a staunch ally and defender of the school and its educational program.

The very nature of our work in schools makes it extremely important to have credibility with the several publics being served. Our effectiveness with students, parents, teachers, and the community at large depends to a great degree on the level of trust and confidence we have attained. Public relations is the name given to

the complex subject of image development and maintenance. Public relations is an expression used to mean how we relate to our publics. It is a broad term and includes everything from community and personnel relations to press relations. It is nothing more than letting people know what their school is doing as students and curriculum come together, how they are doing it, and why. It is also the improvement of human relations in contacts with all the schools various publics - staff, students, parents, taxpayers, and others, and the innumerable cross relationships between these groups. When the public has confidence in the schools, support should follow.

Elementary schools in this area of the county have had a history of active parent involvement in school related activities. The approach selected to rejuvenate the parents is the development and implementation of an active and ongoing public relations program.

The objective of this practicum then, is to develop a systematic public relations program for South Grade Elementary School. This program will incorporate current communications and public relation expertise and apply it to the school center. In addition to improving the public relations at South Grade School, this program will serve as a model for use in other elementary schools. This general public relations program will be capable of handling those problems

at South Grade, as well as others which may arise, within an ongoing public relations program. The tangible result of this effort will be a written public relations guide which will be accepted by the area superintendent for use in the elementary schools in the district.

Objectives for the target publics are as follows:

Objectives for the Target Publics

Students - By the end of the school year (May 1975) 95% of all students will show an awareness of the total school program (not only their respective grade or class) as reflected on the school survey.

Parents - By the end of the school year (May 1975) parents will demonstrate a greater interest in the operation of the school and the instruction of their children by participating in school committees (Advisory Committee, Budget Committee, Public Relations Committee) and attending school functions. A cadre of parents will be identified and functioning to support the staff in volunteering their services as field trip chaperones, classroom contacts, and clinic aides. Parents will reflect an increased satisfaction with the quality of instruction and the school center by their response to the county-wide parent survey.

Teachers - By the end of the 1975 school year, teachers will demonstrate an increased responsibility towards a public relations committment in their contacts with students, parents, and each

other as reflected in the anonymous county-wide teacher survey form. Teachers will also have more frequent parent contacts during the school year in addition to grading periods or disciplinary problems. Each teacher will make home visits as well as school conferences with most of their parents and students. Each teacher will be involved in the ongoing public relations program in a two-pronged effort: public relations practices with their students and parents, and a school wide public relations involvement.

South Area Administration - By the end of the 1975 school year, the Superintendent for the South Area and his staff will be more aware of the public relations activities carried on by the school. The Superintendent and/or members of his staff will have attended at least one meeting of the South Grade Public Relations Committee.

The Superintendent and/or his staff will have attended at least two school functions and activities carried out this year. The South Area Administration will have been kept informed regarding the progress of the public relations program at the school. The Public Relations Guide will be accepted by the Superintendent for use in the elementary schools in the district.

RESEARCHING THE LITERATURE

Only in recent years has much interest been evident in studying the problems and issues of school public relations - that is, the relations between the public and their public schools. A close look at the literature on education before the middle 1920's reveals little of value in the realm of research and ideas concerning public relations.

A number of authorities have defined "public relations" with some degree of agreement. Carter Good,[1] editor of The Dictionary of Education, states that "public relations" is the formal activity of improving the relations of a school within a community. It is an activity concerned with giving information to the public about the school or with creating good will for the school.

Harry L. Stearns[2] says "public relations is the opening of two-way channels of communication between the citizens of a community who possess and support the schools, and the professional people who conduct them." This definition implies room for mutual interaction along the two way street.

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[1]Carter V. Good, ed., Dictionary of Education, New York: McGraw Hill, 1959, p. 430.

[2]Harry L. Stearns, Community Relations and the Public Schools, Englewood Cliffs, New Jersey, Prentice Hall, Inc. 1955 p. 7.

A similar meaning is given by Reeder,[3] who states that public relations is the phase of educational administration that seeks to bring a harmonious relationship between the schools and the public which the schools serve. "Public relations" can be defined in a broad sense and designates all the functions and relationships that pertain in a two-way exchange of ideas between school and community and that establishes the basis for joint understanding. "Public relations" and "school public relations" are used interchangeably with "school-community relations" and "communication". To separate public relations from other aspects of school administration is almost impossible, as every part of the work of the schools has some bearing upon the relationship of the schools and the community.

The public relations movement in education started soon after the turn of the century and came into its own shortly after World War I.[4] It has at times been almost indistinguishable from other vigorous movements, such as the community school movement and the citizen's advisory committee movement. Much of the literature consists of rule-of-thumb techniques and common sense observations,

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[3] Ward G. Reeder, An Introduction to Public School Relations, New York, Macmillan Co., 1953, p.1.

[4] W. W. Charters, Jr., "Public Relations" in Chester W. Harris, ed. Encyclopedia of Educational Research, 3rd ed., New York: Macmillan, 1960, pp. 1075-1081.

sometimes assembled by means of a canvass of experiences only.[5]

Bernays defined public relations as:

1. Information given to the public
2. Persuasion directed at the public to modify attitudes and action
3. Efforts to integrate attitudes and actions of an institution with its publics and of the publics with that institution[6]

Others have vaguely defined it as a two way interpretive process between society and an institution. The definitions imply that public relations is concerned with personal and corporate behavior which has social and public significance. The word "public" is sometimes misinterpreted as implying a homogeneous mass of people. To counteract this misconception, the plural of the word --- "publics" is suggested. This word "publics" is synonymous with "groups" and since groups differ in size, organization, interests, methods of communication, and systems of control, it is as appropriate to speak of several groups which have contacts with the school as it is to speak of the many publics involved in public relations.

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[5] Ibid

[6] Edward L. Bernays, Public Relations, Norman, Oklahoma: University of Oklahoma Press, 1975, p. 3.

The phrase "public relations" is used in many ways. As applied to school personnel, "good public relations" may mean:

1. A good public opinion
2. The absence of political crisis in the community with respect to the school or a minimum of potentially disruptive criticism of the school
3. The involvement of the citizens in formulating school policies
4. The attainment of a favorable vote on a bond or tax referendum[7]

Considering public relations as information, persuasion, and integration between the institution and the public helps to avoid possible confusion.

In its broad sense, school public relations involved all the contacts through which an impression or image about the public schools is established in the minds of various groups of people. The development of the most desirable image of the public school system depends upon following a prescribed pattern of activities.

The purpose of school public relations are:

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[7]Charters, op. cit., p. 1076.

1. To inform the public about the schools
2. To establish confidence in the schools
3. To rally support for proper maintenance of the educational program
4. To develop an awareness of the importance of education in a democracy
5. To improve the partnership concept by uniting parents and teachers in meeting the educational needs of children
6. To integrate the home, school, and community in improving educational opportunities for all children
7. To evaluate the offerings of the schools and the needs of the children of the community
8. To correct misunderstanding about the aims and objectives of the school[8]

These purposes provided the basis for the South Grade public relations program.

What is known as public relations might better be called human relations, for the latter term more accurately describes its essential nature. Human relations is the way in which one learns to relate himself to his social surroundings. Human-relations skill is the capacity of a person to communicate his

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[8] American Association of School Administrators, Public Relations for America's Schools, Twenty-Eighth Yearbook, Washington, D.C.: The Association, 1950, p. 12.

feelings and ideas to others, to receive such communications from others, and to respond to their feelings and ideas in such a fashion as to promote congenial participation in a common task.[9]

The basis for effective human relations is the desire of the individuals responsible for the direction of the institution to keep all those affected informed and involved in the operation or outcome of the institution.

The primary concern of what has been called public relations should be human relations, and the answers to effective human relations within a community are more likely to be discovered through an understanding of social psychology and human behavior in organization than through the news release approach of public relations.

In developing a school public relations plan, a first step is the generation of a model of public relations program in terms of the images of the school to be projected. Model creation is a responsibility of the total staff, not simply the public relations department. The model provides the framework for the action. It provides the criteria for determining what voids exist in the school's public relations program and how to fill them. The model is a representation of the reality that confronts the educational

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[9] F. J. Roethlisberger, Training for Human Relations, Boston: Division of Research, Harvard University, 1954, p. 172.

institution, including those elements essential to describing the images, sensing who is to be reached, and developing an organization for public relations.

The public relations model is a generalized plan of action. It defines what is to be achieved before it specifies how it is to be achieved.

Also, there must be continuous evaluation to determine how well the public relations model corresponds with reality and whether the desired image has been in fact projected.[10]

Interested citizens should be allowed the opportunity to express their concern about public education. Community involvement in education is a characteristic of a dynamic and effective school public relations program.[11]

The model subsequently developed by South Grade School incorporated the basic data gleaned from the literature.

Many suggestions for public relations techniques, "ideas" and activities were noted and brought to the attention of the committee through the literature. Those techniques, ideas and activities were

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[10] S. J. Knezevich, Administration of Public Education, New York, London, Harper and Row, 1969 p. 479.

[11] Knezevich, op. cit., p. 480.

presented to the staff for possible use in the schools public relations program and for insertion in the guide. Many of the ideas were modified to fit the South Grade situation. Although not all of the ideas were used during this period, the staff and committee felt that a collection of such techniques, activities and ideas was an important resource.

Both the public relations program developed for South Grade School and the guide (handbook) prepared for district wide use depended to a great degree on the facts and theories gained from researching the literature.

DEVELOPING A PUBLIC RELATIONS PROGRAM

Researching the literature proved to be an auspicious starting point for the school's public relations committee. The committee, composed of two teachers from the intermediate department, two teachers from the primary department, two parents and the principal, shared responsibilities for researching the literature. The school's librarian was very resourceful in obtaining and supplying the committee written information regarding public relations. Much information was obtained from periodicals as well as texts.[12]

The committee identified a recorder (a teacher) who kept a record of each committee meeting and what transpired. Based on the research, the committee agreed to follow a specific basic plan. The essentials of this plan can be summarized as follows:

1. Define the image of the school to be projected
2. Determine what kinds of communications will help or hinder the development of the image desired, recognizing that distortion of the truth or news management must be avoided
3. Identify the optimum avenues for projecting the image of the school

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[12] See Bibliography p. 67.

4. Know the variety of publics to be reached
5. Develop an organization to operate the plan which involves many people but recognize that a team of specialists is needed
6. Allocate the resources to accomplish the public relations program
7. Execute the program
8. Evaluate its effectiveness on a continuing basis

The committee was concerned that the program be more than telling and selling. It wished the program to be sensitive to the community interests and desires. Some of the teachers were concerned over the extent of misinformation to be corrected. It was the feeling that just putting out data would not do the job. The parent members insisted that certain insights and attitudes would be gained best by participation in citizen committees. Involving people in school activities and designing ways to help them participate in arriving at significant educational decisions was considered an important part of the public relations program plan by the parents on the committee.

In order to create a model to present to the school staff, the committee began to gather information relating to the school and its publics. Those publics identified for the model were: the students, the parents, the teachers, and the south area

administrative team. Students, teachers, and the south area administration were the "internal" publics, while the parents were the "external" publics to be reached. Some of these groups (students and parents) were further delineated as to ethnic, racial and economic grouping. (The school has a substantial number of Finnish, German and Cuban families which it serves.)

Two-way lines of communication were planned with some of these groups. The make-up of the power structure of the community, and the individuals and groups upon whose good will and support the success of the school depends were discussed.

Noted too, were the apparent strengths and weaknesses of the school and its program. At first, the committee listed some seventeen strengths and three weaknesses. After lengthy deliberation, a final list emerged of five major strengths and five areas needing improvement. This participant observed the reluctance of the committee to readily identify areas of weakness. (The total staff did not share this hesitancy and later identified many areas of concern). It was agreed that only by identifying the strengths and weaknesses of the school and the community could a determination be made whether agreement or disagreement exists between the various publics and the school and whether understanding or misunderstanding exists.

The communications program would then stress the points understood and interpret and further explain those points misunderstood to build good will, understanding, and confidence.

As principal, this participant assumed a leadership position for the public relations program, however, it was soon evident that (due to other comprehensive educational responsibilities) the participant would not be able to assume the sole leadership function, and the school media specialist was appointed to serve as a part-time communications assistant, who would see that the plan was coordinated and implemented.

What to tell parents and how to tell them was the next area for concern. The literature stressed that publicizing one or two big events each year did not constitute a communications program. It was suggested that emphasis be placed on the day-to-day school life and the educational development of the students. The messages to send became the important "P's": priorities and programs, progress and problems, people and policies, performance and plans.

How to send messages home was not limited to the usual written messages but much emphasis was placed on the importance of human relations. Here again, the literature stressed the improvement of human relations in contacts with all the schools' various publics.

It was agreed that nothing is more effective than the teacher who sends home a happy youngster. Parents do appreciate the interest teachers take in their children. The committee underlined the importance of the teacher as probably the largest and most meaningful role in developing effective public relations for the schools. In the course of his daily work the teacher comes closer to the home than any other member of the school. Whether or not the parent ever sees the teacher, he hears about the teacher through his child. Both in school and out, the influence of the teacher is fundamental to a public relations program.

Another problem facing the committee was how many of the total school staff should they involve in the actual program. After many different plans were presented it was decided to follow the advice of the National School Public Relations Association and involve the entire staff - teachers aide, custodian, cafeteria worker, bus driver - in the public relations program. All school personnel should realize that public relations starts with them.[13]

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[13]"The Principal and Public Relations," Bulletin National Association of Secondary School Principal, Vol. 58, number 378, January 1974, p. 14.

According to the National School Public Relations Association, staff morale is highly related to good public relations. As principal, this participant was responsible for morale by developing a democratic climate, one in which there is frank, open, and easy discussion of school successes, problems and difficulties; and by encouraging staff to work together in solving the problems which concern them directly either in terms of personal welfare or in terms of their working conditions, and by imparting to teachers and other employees a feeling that the school is their school.

Specific measures were taken by this participant to ensure the morale of the staff.

One of these measures was to create a budget committee. Members were elected to the committee and all staff were represented on this committee. This committee was responsible to the staff and to the principal for budget preparation for the 1975-76 school year. This opportunity enabled the staff to self-evaluate, determine objectives and set priorities in regard to the budget. The committee distributed questionnaires to the staff, called meetings, investigated costs, and was successful in preparing the budget. Although this was an arduous, time consuming task, all who participated were pleased with the experience and wished to continue the committee (rotating members) for the next school year.

A second measure was the developing of a discipline committee. The student makeup of South Grade (see appendix F) is such that it warrants a guidance counselor for the best interests of the students. The small size of the school however, precludes this allocation. Teacher representation from each grade level along with the physical education teacher and the librarian comprised the committee. This committee reported to the principal and to the total staff. Recommendations of this group were implemented throughout the school year. The committee evolved into a counseling body for recalcitrant students as well as a liaison group between the intermediate (fifth and sixth grade) students and the faculty. This committee also assumed responsibilities for staffing students and making recommendations (to the school nurse for health checks, to the school psychologist for testing, to the school social worker for family history and visits, etc.) for placement into special programs.

Many of the suggestions from the discipline committee became routine discipline and school procedures, such as:

1. Special recognition to the intermediate "class of the week" (based on good behavior).
2. Special recognition to a "student of the week" (based on accomplishment of objectives in a specific curriculum area).

3. Suspension system:

   a. in-class suspension (student isolated in the classroom-not participating - for repeated infraction)

   b. in-school suspension (student removed from classroom, placed in aother class from one to three days - for serious infraction)

   c. official "out-of-school" suspension (for repeated serious infraction)

It was a unanimous vote of the faculty to retain a discipline committee for the following year.

The literature stressed the importance of and the need for human relations and communication as essential to any public relations operation. So, another measure in developing the public relations program for the school was to plan an in-service training in communications and human relations for the entire staff of the school. Two in-service workshops were planned for the staff. One workshop in communications skills, and another in basic human relations skills.

Student involvement in the communications plan was imperative in the eyes of the public relations committee. Students see all and hear all about what is going on in school, and they are inclined

to tell all at home, frequently in an exaggerated form when it comes to school problems. They are an important communication agent for good or for bad.

It was planned therefore, to have a definite information program geared toward students. A student school attitude survey would be taken to help the participant and the staff to know the status of their relationships with students.

One plank in this public relations planning platform was extensive use of the 1973-74 Palm Beach County Surveys (parent-student-teachers). This formal evaluation, in addition to much ongoing informal evaluation, would help determine the knowledge and general attitude of the public about the school, as well as what they want to know and whether the school is reaching them effectively.

This feedback was to be evaluated frankly. All data should be evaluated realistically. If changes needed to be made - and this seemed probable - then the school must make them. Neither the total school program nor the public relations program were expected to be perfect or unchanging. The committee felt strongly that the principal and staff must be flexible enough to change the plan of action if necessary to meet the new needs and desires of the school's publics.

The committee next turned its attention to preparing a guide to assist the South Grade staff in carrying out a comprehensive public relations program.

PREPARING THE GUIDE

The objective of the guide was to develop a manual which would enable an elementary school to plan and carry out an effective public relations program. To be included in the guide were:

1. methods to analyze communication techniques
2. methods to plan for better techniques of communication
3. methods to decide with whom and when to communicate more effectively
4. methods to evaluate the results

In preparing the guide, the literature was instrumental in instructing the committee as to model formation. According to Maccia, a model is a representation of reality, that is, a simplified version of the real world containing only those aspects which are important to better understanding or control; it is a symbolic approximation of the real situation.[14]

In developing the model, the theorist specified what factors are significant and what relations are assumed among them. This is not to imply that variables left "outside" the model are ignored; they may be introduced at a later time to ascertain subsequent effects. This incompleteness is one of the many virtues of a model. As Baumal put it,

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[14] E. S. Maccia, "Models and the Meaning of 'Retroduction,'" Educational Theory Center, Occasional Paper 62-100 Columbus, Ohio, Bureau of Educational Research and Service, Ohio State University.

"The model should be a sufficiently simple version of the facts to permit systematic manipulation and analysis."[15] The literature also suggested that models increase the probability of prudent judgements by identifying significant factors and revealing alternative courses of actions. Keeping these points in mind, the committee set to work on the creation of their public relations model.

It was agreed that the guide concentrate heavily on communication. There was no lack of suggestions about who should be involved and what approaches are most effective in establishing the desirable image of the school. A high quality of classroom instruction is rightfully considered basic to satisfactory school and community relations. No amount of sophisticated press releases would overcome dissatisfaction by the child and the parent about what is being accomplished in the classroom. The classroom teacher plays the paramount role in festering desirable school community relations. This does not suggest that the teacher should employ special techniques in dealing with the public or the student, but rather that the teacher's deep concern in meeting the educational and other needs of the child and in working in close and harmonious relation with the parents and other interested adults is the foundation in effective public relations.

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[15] William J. Baumal, Economic Theory and Operations Analysis, Englewood Cliffs, New Jersey; Prentice Hall, 1961, p. 393.

The committee was determined that the importance of this teacher-student-parent relationship permeate the communications sections of the guide.

It was also considered important to keep the guide simple and basic. The opinions rendered by the committee were that a complex or lengthy guide would discourage active use of it.

With these factors in mind, the committee prepared the first draft of the guide, which was used and field tested at South Grade School. It proved necessary to alter the guide as the public relations program was implemented. In an effort to maintain a concise guide, some important areas were overlooked. Initially, the guide included solely the areas originally stated in the objective.

A section was developed in identifying the school's publics, and the importance of communicating with them. This section was entitled "Improving Communication." The importance of communication as a means to accomplish the objectives of the school was emphasized. How an elementary school can strengthen its communication was discussed. Who the publics are and why the school must communicate was also included in this section.

The next part of the guide dealt with the analysis of communication techniques. In this area, the importance of listening was

stressed as the heart of analysis. Questions to ask in order to analyze the existing status of communications are found in this section.

Planning for better communication skills and techniques is the section which deals with analytical planning. The steps basic to planning and analysis are listed.

Finally, a section was included on evaluation. The importance of formative and summative evaluation is stressed here. A formative or ongoing continuous examination and study of various activities of the public relations program should be carried out following each public relations activity. A summative or end of the semester or school year evaluation of the total program is also recommended as essential to a viable public relations program. Included in this section are sample evaluative instruments and techniques which apply to elementary school programs.

When the initial guide was completed it was presented to the staff as a model to be followed in the school's public relations program.

As the field testing of the guide as a model for the school was carried out, it became evident that the guide required the inclusion of other basic areas in order to be more effective.

Specific planning models for public relations programs were added

to the section on Planning for Better Communications. As the staff and especially the public relations committee internalized their planning of the public relations program, various patterns emerged. The similarities noted in these planning stages made possible the description of four distinct planning models. The South Grade public relations program was composed of a combination of two of the models. It was decided to include all four models as providing greater flexibility and individuality to different styles of public relations. One of the four planning models can also be used as a model for a total inservice program for public relations (Model D).

The evaluating section was expanded to include diagnostic instruments which will help to pin point specific needs, problems and strengths of the school and its public relations program. It was discovered that the use of such an instrument was an effective time saver and directed the efforts of the public relations committee to specific needs and problems.

With the addition of the diagnostic instrument, another section was incorporated into the guide. This section deals with methods for strengthening the weak areas of the public relations program diagnosed by either the instrument or a school's public relations committee. These ideas reflect teacher-parent, principal-parent, school-student, school-attendance area, internal staff, and school news media relationships.

Through the many debriefing and evaluating sessions following activities with the staff, it became noticeable that more attention needed to be given to the importance of "listening" to the school's publics. Therefore, to insure this be done on a regular basis, a section was added to the guide dealing with listening opportunities and how to deal with complaints.

Finally, as a result of the ongoing evaluation the public relations committee decided to include a section which may be considered "public relations in a nutshell". This section offers a variety of basic approaches to a school's daily public relations activities. These activities deal with most all of the school center's personnel.

An introduction and conclusion section was also thought to be necessary. The introduction tells how to use the guide and offers a brief overview to the different sections of the guide. The conclusion summarizes a principal's involvement in carrying out an effective public relations program.

The attitude of the committee upon completion of the guide was that there was no effective communications program which could be duplicated in cookie-cutter fashion. While it is true that many will have similar components, each one will be different. This should be a do-it-yourself development operation.

FIELD TESTING THE PUBLIC RELATIONS PROGRAM

A first step in carrying out the program was meeting with the total school staff. This meeting was a very crucial one. It was imperative that the need for a public relations program be accepted by the staff and that their cooperation be established as necessary to the overall effectiveness of the program.

The atmosphere was not strained but charged with interest and curiosity as the non-instructional staff had never before met with the instructional staff as a total group. The novelty of the situation added to the social atmosphere of the meeting. Perhaps the fact that all were called together also added to the importance of the meeting. None-the-less the group was very receptive to the concerns and subsequent direction of the public relations committee.

The substance of the meeting was the identification of a school wide problem in the area of public relations. Two sources were cited as indicating such a problem existed. These were the results of the 1973-74 County Wide Parent-Teacher Survey which had previously been discussed with the teacher group and had caused interest and concern. The 1973-74 school self-study which had been conducted by the teachers was also used as evidence of the need. The self-study booklet was a recent venture which pointed out the need for self-improvement in the instructional program and in the area of school-

community interaction. (see appendix F) pp. 54-58.

At this time the public relations committee members were introduced to the total staff. One committee member briefly shared with the staff the work the committee had already done and explained the objective of a program model to be used by any elementary school in the district.

Another member distributed a skeletal plan of action to be carried out by the staff. This was presented with the objective that the staff itself would determine the best program for the school.

The various publics of the school were identified and defined by the staff. Much discussion was held regarding "priority" publics, with some differences expressed as to whether the students or their parents were the top priority. It was generally agreed that the students were the "key" publics.

Based on an analysis of the problems already identified by the County Survey, the Self-Study, and additional concerns voiced by the staff, objectives for the public relations program were identified.

During the first month of the program, weekly meetings were held.

These included:

1. Brainstorming sessions on communication ideas, techniques and strategies
2. Inservice workshop on communications (conducted by a member of the public relations committee and the director of public relations for the district)
3. Short range school wide planning session
4. Long range school wide planning session

The total staff met three times during the second month of the program:

1. Coordination session to articulate and coordinate efforts of various groups within the school
2. Human relations workshop (conducted by the South Area human relations team)
3. Scheduled school wide monthly meetings to disseminate information and tap opinion
4. Scheduled small group debriefing sessions as necessary for evaluative feedback for individual communications projects.

Subsequent meetings included the following:

1. Debriefing, evaluating and redirecting of public relations program and activities

2. Discussion of on going public relations activities and suggestions for school wide activities
3. Preparation for presentation to Palm Beach County School Board
4. Summative evaluation of guide and suggestions for improvement
5. Summative evaluation of 1974-75 South Grade public relations program and plans for 1975-76

Some of the public relations activities carried out by the school follow.

A two-way communication program focused on four priority publics.

1. With students
   a. A planned orientation for entering students was conducted by the school secretary and the receiving teacher
   b. Participation in biweekly parent newsletter
   c. Guides for visitors of the school and also at evening meetings
   d. Participation at open house and visitations by special groups
   e. Utilized as tutors of younger students
2. With staff
   a. A planned orientation for new employees
   b. Total staff regular communication program

c. Participation in school policy, curricular and events planning

d. Recognition of school community accomplishments

e. Occasional social events

f. Exit interviews arranged for those leaving and substitutes

3. With parents

a. Orientation with incoming students and exit interviews for parents of departing students

b. Regular reporting of school progress; telephone reports, parent-teacher-student conferences, home visitation special notes

c. Involvement in School Advisory Committee

d. Classroom participation in events, open house, involvement as volunteers

4. With neighborhood and community

a. Special attention paid to building appearance, treatment of visitors, telephone communications

b. Utilization of neighborhood non-parents in volunteer program and as a classroom resource

c. Use of building by community groups

In implementing the program, the child was the prime agent for bringing the school into the home. What the child thinks about a teacher or school usually becomes the thinking of parents and the

community. Some teachers used a quick survey form to discover what students liked best and which subjects they liked best. "What do you expect of me this year?" was a question one teacher asked her students. She listed the answers on the board.

As a combined classroom incentive and public relations device, one teacher started a "telephone call of the week". Each Friday the class discussed the best contribution of some group activity. That student's mother received the telephone call of the week from the teacher. Discussion was guided to avoid too much repetition, and the teacher called two or three others each week to make sure that every parent received at least one telephone message in praise of this child. Others followed this plan and made a "letter of the week".

The teachers' greatest public relations opportunity was to prepare their students to answer the most asked adult questions - "what did you do - or learn in school today?" Through student discussion of new information acquired or skills developed, and of how these could be applied to personal, home, and community situations the teachers made certain that most of the answers at home would give a reasonably true picture of the day at school.

The public relations situation was very sensitive to the treatment of misbehavior problems. The discipline committee which

was initiated this year met with success from teachers, students and parents. Special recognition was made each week by the principal over the public address system acknowledging the "student of the week" for a specific accomplishment. Each student who received the honor was congratulated personally by the principal and the student's parents were called by the principal.

In the intermediate department a class was identified each week as the recipient of a "surprise package" prepared by the intermediate teachers. The class was selected based on the number of bonus points acquired for good behavior during this week.

T. V. coverage of a Humane Education workshop for all students was broadcast over local television, and was a highlight of the year for many parents and students.

The School Advisory Committee met monthly and gained new members during the public relations initial efforts. This committee of lay-people and school staff members were very instrumental in helping the school survive during a crisis period of budget cuts. Because of anticipated budgetary cuts for the 1975-76 school year, the superintendent prepared a list of possible areas to cut in order to develop a balanced budget. One of these areas was to restructure South Grade and North Grade Schools, (2 miles apart) making one a primary building under one supervising principal. This move would

also eliminate one librarian and one physical education teacher.

The Advisory Committee was very troubled over the curtailment of services to the school and the necessity of bussing the South Grade primary students (K-3) to North Grade School. The actions taken by the Advisory Committee (telephone calls, meeting with North Grade parents, writing a letter to all South Grade parents) were very effective. The chairman of the Advisory Committee was placed on the agenda to speak before the School Board againstthe cut. A large contingent of parents, community members and almost the entire school staff attended the School Board meeting. A letter from the Superintendent and also from individual Board members was received by the Advisory Committee assuring them that no such move would be taken.

As the school year went on it was suggested by parents on the public relations committee that perhaps more student involvement was needed for the effectiveness of the public relations program. Two sixth grade students were selected by their classmates to represent them on the public relations committee. The input of the students was a fortuitous circumstance. The two youngsters provided unexpected feedback and also inspired classmates with school-wide activities. Students asked to be put in charge maintaining a bulletin board, preparing a page section of the school newsletter

and planning for end of the year field trips. Although student involvement was an inherent part of the public relations program, it had been initiated by teachers or staff up to this point.

With so many people involved in the public relations program, the 49 year old building was made as attractive as possible. Students and parents commented on the neatness and cleanliness of the building. The students decided to write a thank you letter (after one section of the building was painted) to the painters in the maintenance department.

As the field testing of the guide continued, suggestions were made by the staff for inclusion in the guide. The realization of the importance of "listening" to all the publics of the school was stressed time and again by the staff.

The staff also benefited from the collection of communications ideas, activities and techniques gathered by the public relations committee. It was suggested that a sampling of these ideas be included in the guide.

The south area administrative team was invited to all the public relations scheduled meetings. They were unable to attend all the meetings but did attend four of the meetings and the two workshops. They were also in attendance at evening meetings of the

PTO. These meetings were scheduled to coincide with students' activities:

1. the primary art and music festival
2. the intermediate gymnastic circus
3. the intermediate art and music festival
4. the primary gymnastics circus
5. the intermediate talent show
6. the 6th grade assembly
7. the school wide open house

Staff social events were held during the school year. A Christmas party was held at the home of the principal; non-instructional and instructional staff members attended. Coffee and doughnut get togethers were held during planning days, and an end of the year luncheon was held.

Staff morale seemed to improve immediately after beginning the public relations program. During the month of February there seemed to be a morale decline. This may have been precipitated by the proposed budget cuts at the district level. In the month of March, two teachers were identified as being cut from the school staff for the 1975-1976 school year because of enrollment projections. Despite this, morale improved with the spring break in March and has maintained a healthy level through the remainder of the year.

Responding to pleas in the newsletter by the students and also the school nurse, a corps of parents volunteered for the Red Cross First Aid and Safety Course for School Clinics. Before the school year was over the school clinic was staffed by volunteers five days a week, four hours a day.

The consensus of the staff was that the model prepared by the public relations committee was in fact a workable model and the guide would enable a school to develop a satisfactory public relations program.

EVALUATING THE PRACTICUM

In evaluating the practicum it is of prime concern to see if the objectives were met.

Regarding the objective relating to the students, it was stated that 95 percent of all students (K-6) would show an awareness of the total school program (not only their respective grade or class) as reflected on the school survey. Two school designed surveys were used. One designed for primary (K-3) students; another for intermediate (4-6) students. (see appendices A-B) These instruments were administered during the second week of May 1975. The primary survey required oral responses, while the intermediate survey required written responses. These tests were administered and scored by the classroom teachers.

The results of the intermediate survey showed that 97 percent of students were aware of the total school program. Of the 146 students who took the survey, 142 responded satisfactorily to the test items. It is possible that the smallness of the school enhances public relations efforts since there are fewer people to identify with.

Whereas the intermediate response was better than anticipated, the primary response fell short of the hoped for percentage (95

percent). Of the 119 students who were surveyed, 101 satisfactorily responded to the test items. Table 1 shows these figures. It seems reasonable that the younger students require more time to get to know people in the school. Of the 119 students tested in the primary group 20 had transferred to South Grade during the year.

TABLE 1

SCHOOL SURVEY OF STUDENTS

Level	No. of Students Tested	No of Students Responding Satisfactorily	Percentage of Students Responding satisfactorily
Intermediate 4-6	146	142	97
Primary K-3	119	101	85

The next objective as it relates to parents states that by the end of the school year (May 1975) parents will demonstrate a greater interest in the operation of the school and the instruction of their children by participating in school committees and attending school functions. A cadre of parents will be identified and functioning to support the staff in volunteering their services as field trip chaperones, classroom contacts and clinic aides. Parents will reflect an increased satisfaction with the quality of instruction and the school center by their response to the county-wide survey.

Parent participation on school committees increased over the 1973-1974 school year. Table 2 shows the increase in parent participation not only on school committees but also with the schools Parent-Teacher Organization (PTO).

The number of parents on the School Advisory Committee doubled from 6 members last year to 12 parent members during 1975. The committee met more frequently regarding school related matters (maintenance and plant improvements, humane education, school clinic, report of school progress, state assessment results, budget cuts, fund raising plans, etc.) During the 1973-74 school year all meetings were initiated by the principal. In contrast, this year (1974-1975) the chairman called six of the eight meetings.

TABLE 2

Parent Committee Participation and PTO

Committee	Number of Members		Number of Times Committee Met	
	1974	1975	1974	1975
School Advisory	6	12	3	8
Budget	3	8	2	4
Public Relations	-	10 (of which 2 are parents)	-	25
Parent-Teacher Organization	80	167	4	9

The budget committee composed of the teaching staff at the school suggested meeting with interested parents to report to them regarding budget plans for 1975-76. Eight parents responded regularly to form a parent budget committee. This group worked with the school committee reviewing general budget planning. The district is using a Program, Planning, Budget and Evaluation System (PPBES). The school's budget committee not only informed and instructed the parents group regarding the procedure but also solicited planning requests from them.

The PTO became a more active organization this year as compared to the last four years. The highest membership enrollment for the PTO over the four year period had been 100 members, as compared to 167 members this year. This is of particular significance since the school's enrollment has declined from a 1972 peak of 350 to the present year's 268 enrollment. One standard of success is in the area of fund raising. For the past four years it has been a PTO goal to air condition the school's classrooms. The cost of an air conditioner is approximately 610 dollars. Over the preceding four year period, three classrooms have been air conditioned. This year due to the efforts of the PTO and Parent Advisory Committee, three additional classrooms have been air conditioned.

During the 1973-1974 year, four scheduled field trips were canceled due to lack of transportation and chaperones. During the

present year the number of scheduled trips increased by four and none were canceled. Lists of parent volunteers have been developed at each grade level.

The school clinic for the first time in the past six years was staffed by parent volunteers. This group of volunteers completed the Red Cross First Aide course and began staffing the clinic in April of this year..

Attendance at school meetingshas improved during this school year. Table 3 indicates that parent turnout at school meetings is much greater than last year. This year each meeting was discussed and planned in advance with the School Advisory Committee. The reason for the meetingswas also reported in the school newsletter. Students wrote letters to their parents inviting them to the meetings. These may have contributed to the significant increase in parent attendance.

TABLE 3

Parent Attendance at School Meetings

Meeting	Attendance	
	1974	1975
Test Results	12	75
Budget Review	8	35
PTO (9 meetings)	14 average	40 average

This is the third year of Palm Beach County's district wide parent survey. (appendix C) The Survey of Parent Opinion was mailed on February 11, 1975 to the parents or guardians of 68,884 children attending Palm Beach County schools. Twenty-one percent (14,371) of the parents returned completed surveys to Florida Atlantic University, where they were packaged and forwarded to the Department of Program Evaluation.

Because the small percentage of returns from parents could represent a biased sample of the total population, interviews were conducted to serve as a validity check on the representativeness of the mailed-in responses. A sampling technique was employed to generate a list of parents to be interviewed. A total of 433 interviews were conducted during February 1975 by students trained and selected by the College of Education, Florida Atlantic University. The responses obtained from these interviews were congruent with those obtained from the survey.

The overall purpose of the surveys was to determine the perceptions of parents and teachers regarding the general quality of education provided by the Palm Beach County public schools. Fifty-nine percent of the parents and 77 percent of the teachers rated the schools good or excellent in this regard. Sixty-eight percent of South Grade's parents and 93 percent of their teachers rated the

school good or excellent.

Several questions were asked regarding the quality of the nature of the student-staff relationship. The percentage of favorable response of parents to this item increased from 60 percent last year to 72 percent this year. Likewise, the percentage of South Grade's favorable response of parents to this item increased from 42 percent last year to 80 percent this year.

Another aspect of the student-staff relationship is the degree to which students feel free to seek out and talk to teachers and administrators. The percentage of favorable (free plus very free) responses to this item indicate that parents believe their children felt more free to seek out and talk to teachers (50 percent) than to administrators (36 percent). South Grade parents also believed that their children felt more free to seek out and talk to teachers (60 percent) than to administrators (47 percent).

Parents also were asked the degree to which they felt free to seek out and talk to teachers and administrators. Their responses to this item produced the following rank order: teachers (80 percent) and administrators (75 percent). South Grade's order also was teachers (92 percent) and administrators (89 percent).

Parents and teachers were asked their opinions of school discipline standards in terms of classroom behavior and campus behavior of students.

In regard to discipline standards regulating classroom behavior, teachers (64 percent) were more satisfied with those standards than parents (56 percent). South Grade's respondents offered similar views: the teachers (93 percent) were more satisfied than the parents (71 percent). Both parents (53 percent) and teachers (53 percent) felt standards governing campus behavior were about right. South Grade's teachers (93 percent) felt more strongly than their parents (64 percent) that campus behavior was about right.

When asked if rules were reasonably enforced, 71 percent of the parents and 74 percent of the teachers responded "agree" or "strongly agree". Seventy-five percent of South Grade's parents and 100 percent of the teachers agreed that rules were enforced reasonably.

Table 4 shows that in every comparison mentioned, South Grade's parents responded more favorably than did the parents countywide.

The public relations committee at South Grade was very disappointed in the county-wide survey results. Although South Grade's parents responded more favorably than did the parents countywide, the results fell short of the evaluative criteria cited in the proposal. It was anticipated that at least 45 percent of South Grade parents would respond to the 1975 Palm Beach County-Wide Survey. Actually, only 27 percent of the parents responded.

It was proposed that South Grade would rank in the top 15 percent of the county schools for the general quality of education. Not only did South Grade not achieve the top 15 percent ranking but it fell into the second quartile (second 25 percent). Forty seven percent of South Grade's parents ranked the school as offering an excellent to good quality of education in 1973-74 as compared to 69 percent in 1974-75.

The public relations committee felt that the two other criteria:

1. Forty percent of South Grade's parents response will be significantly higher than the county norm.
2. South Grade's parents responses will not be significantly lower than the county norm

were met by the school. Table 4 shows that in every case South Grade's parent response was higher than the county average. The smallest difference was eight percent and the greatest difference was fifteen percent.

A comparison of similar items was made of results from last year's survey and this year's survey. Since 1975 survey items were not all similar to 1974 survey items, it was not possible to make a comparison of all items. Table 5 shows that in comparable items the South Grade parents'responses improved over last year's responses. The improved responses ranged from an increase of nine percent for

number of parents responding to an increase of thirty-two percent for agreeing that teachers care about students and their needs.

TABLE 4

School-District Survey Comparison

	Percent of Parents responding Favorably		
	County Schools	South Grade	Difference
Rating regarding general quality of education	59	68	+9
(Student/staff relationship) Teachers care about students and their needs	72	[illegible]	+8
Students feel free to seek out and speak to teachers	50	60	+10
Parents feel free to seek out and speak to teachers	80	92	+12
Parents feel free to seek out and speak to administrators	75	89	+14
Campus discipline is about right	53	64	+11
Classroom discipline is about right	56	71	+15

Some of the factors which may have affected the poor (27 percent) response and the lower rating were the timing of the survey and the formality of the instrument. In the previous year (1973-1974) the survey took place the first week of April. Since the survey in 1975 took place the beginning of February, the public relations committee believed there was insufficient time to reflect a valid evaluation of the public relations program, which had officially started in late October of 1975. The fact that the survey instrument was mailed from the district office (using the bubble in format) added to the impersonal nature of the survey.

The committee believes its ongoing evaluation of individual public relations projects and the improved parent participation and interest at the school center level is sufficient indication of a successful public relations effort.

TABLE 5

Comparison of Parent Survey 1974-1975	Percent of South Grade Parents		Percent Favorable Gain
	1974	1975	
Responding to survey	18	27	+9
Rated general quality of education excellent to good	47	68	+21
Agreed that teachers care about students and their needs	48	80	+32
Agreed that teacher attitudes promote interest in learning	50	77	+27
Agreed that students feel free to seek out and speak to teachers	45	60	+15

Meeting the objectives of the practicum in relation to the teachers was comparatively effortless. The objective stated that by the end of 1975 teachers will have had more frequent parent contacts in addition to those contacts related to discipline or at grading periods. Each teacher kept a chart of parent contacts during each semester. The chart showed name of parents contacted, the type of contact (telephone, school visit, home visit, resource person, etc.) and the reason for the contact. Each month the teachers would bring their chart to the public relations meeting. Those teachers who were able to show the most parent contacts shared their ideas for success with the other teachers. What had formerly been an onerous task became a challenging and interesting assignment. Teachers were quick to see a positive carryover on both a child's academic work and classroom behavior after friendly parent contacts. By the end of the school year each teacher had contacted all parents of their students at least once. A majority of teachers (11 of 15) had contacted their parents at least twice during the year. It was agreed that a note sent home to a parent would not consititute a parent contact. Home visits were made by appointment with parents. Teachers were given compensatory time of up to one and one-half hours for each home visit. Every teacher made at least five home visits during the course of the year.

The public relations committee found the general teacher attitude very favorable toward parent contacts. With the exception of one teacher, all expressed enthusiasm and an evident desire to participate. The teacher who showed a lack of interest was ill during one month of the school year. During this time her substitute attended meetings and participated in the program. Although she did not participate as enthusiastically, she still made five home visits and had numerous parent contacts.

It is possible that a sort of "Hawthorne effect" was responsible for the wholehearted response of the total school staff, instructional and non-instructional in the public relations program. The staff did not protest the many after class meetings required during the year. The public relations committee attempted to make the staff the center of all public relations activities and the importance of each individual staff member to the success of the public relations program was stressed throughout the year. Perhaps too, the visit of the superintendent of schools and the many visits by the area superintendent and his staff lent an aura of prestige and vital concern to the project.

All these factors played a role in the favorable outcome.

The County Survey of Teacher opinion was made available to 3,522 regular classroom teachers, librarians, exceptional childhood educa-

tion teachers, and special project teachers who were not itinerant teachers. In order to preserve anonymity and reduce or eliminate any possible threat of intimidation, teacher representatives at each school administered the surveys and returned them directly to the Department of Program Evaluation. Eighty-eight percent (3,090) of the county's teachers completed the surveys. At South Grade one hundred percent of the teachers were present and voluntarily completed the survey.

In most areas teachers responses were more favorable than those of their counterparts in the district. Ninety-three percent of teachers rated the school as offering an excellent to good quality of education compared to 77 percent of the districtb teachers.

Table 6 compares South Grade teacher's responses with the district's teachers. In each instance South Grade teacher's responses were more favorable.

A comparison was made of the various items on the parent survey and the teacher survey for which there were comparable data from last year's survey. Table 7 shows these comparisons for the teacher survey items. Least gain is in the area indicating that the teachers feel free to give their opinion at faculty meetings, a gain of 16 percent over 1973-74. Most gain showed in the item indicating the faculty shares extra duties equitably. A gain of 55 percent was

demonstrated on this item.

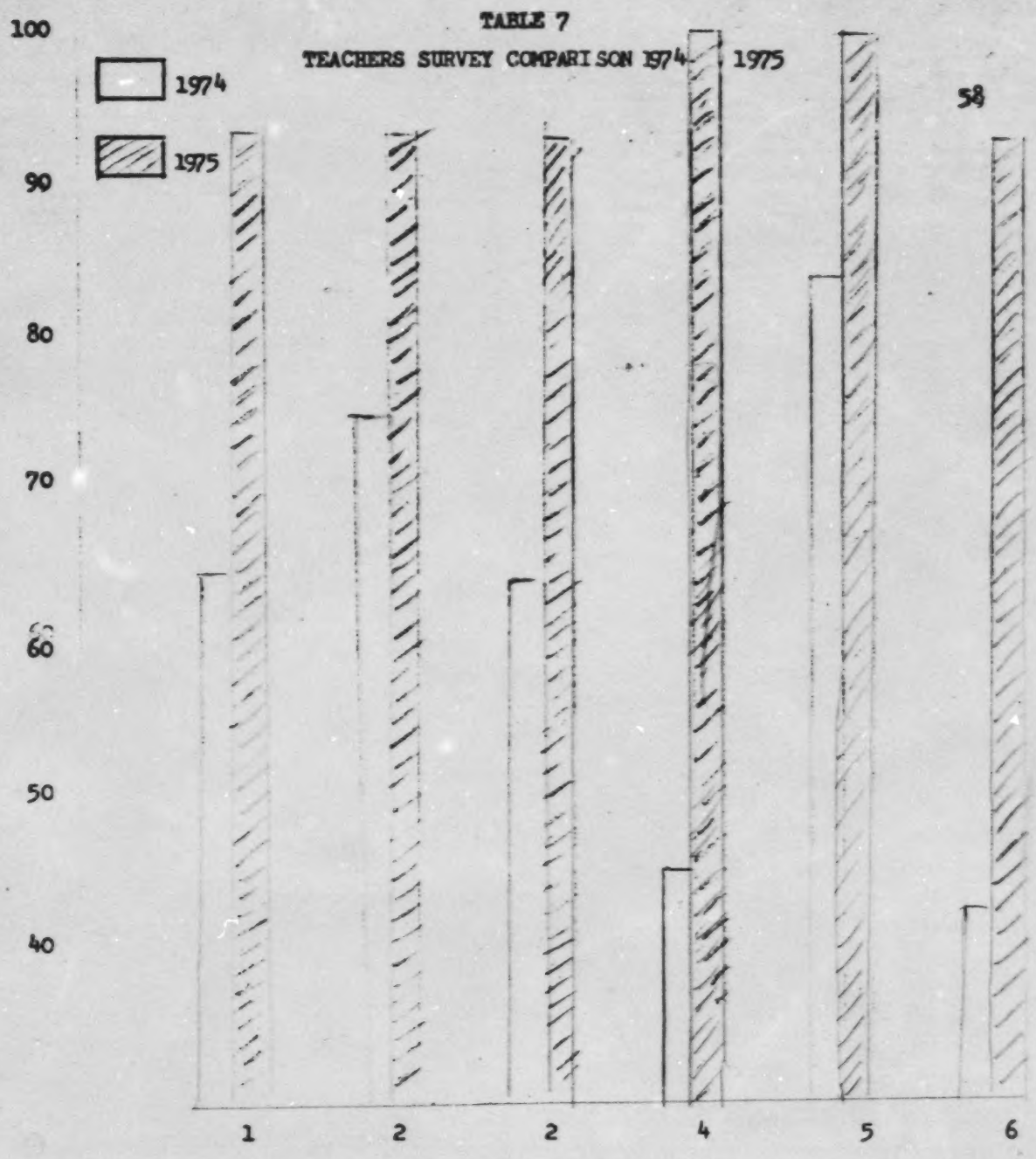
TABLE 6

Survey item	Percent of teachers responding favorably: County Wide	South Grade
Rating regarding general quality of education	77	93
Agreed that most teachers in school care about students and their needs	91	100
Agreed that most teachers tend to promote an interest in learning	86	100
Agreed that classroom behavior is about right	75	93
Agreed that campus behavior is about right	67	93
Agreed that rules are reasonably enforced	89	100
Agreed that they are working with rather than for their principal	88	100
Agreed that they feel free to give opinions on matters concerning school at faculty meetings	84	100
Agreed that faculty shares extra duties	89	100

Table 8 shows a similar comparison of items on the parent survey of 1973 and 1974. Item 3 (school's emphasis on scholarship and learning is about right) and item 6 (child feels free to seek out

TABLE 7

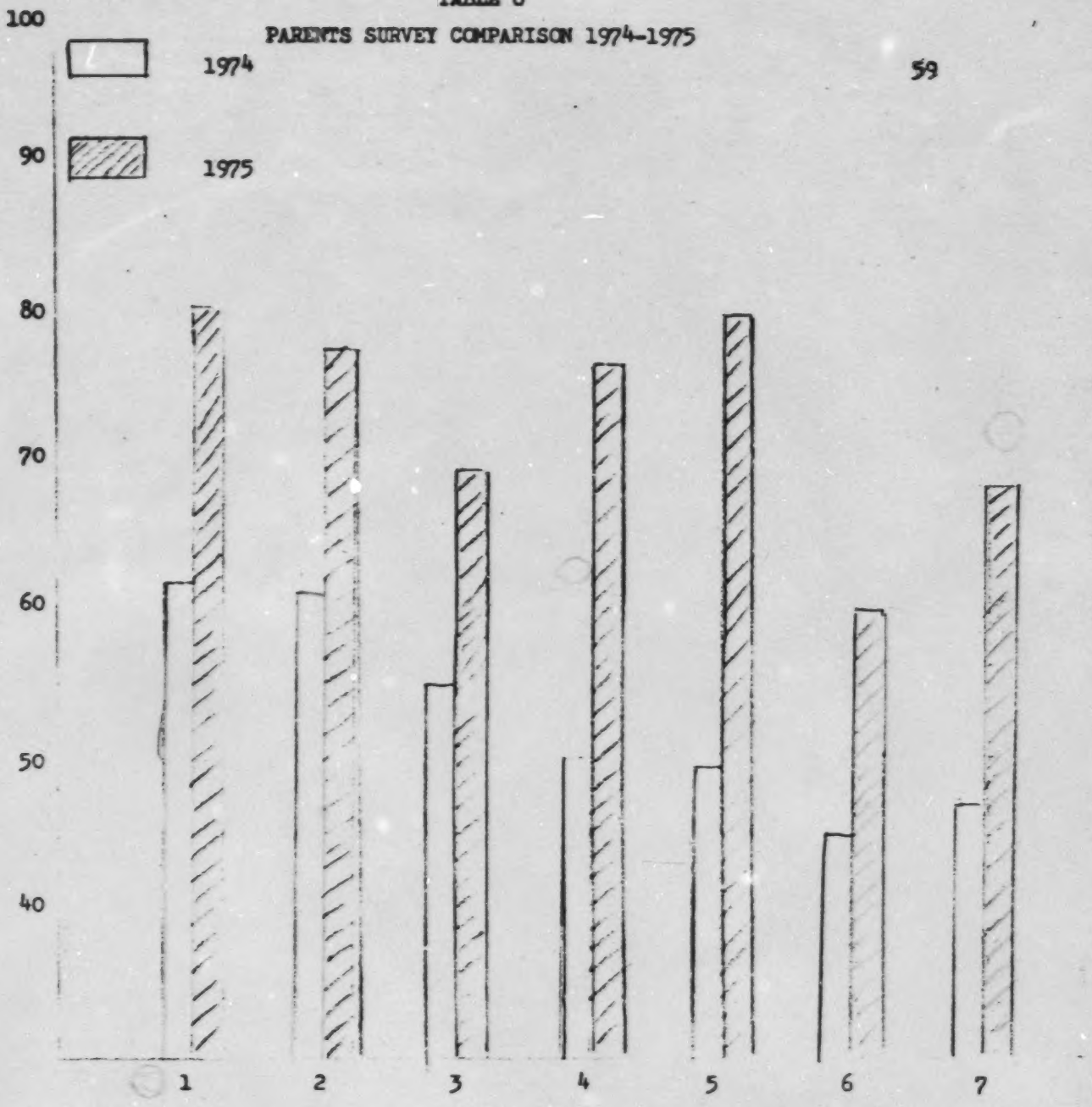
TEACHERS SURVEY COMPARISON 1974 - 1975



1. Rated general quality of education excellent to good
2. Rated standards for classroom behavior about right
3. Rated standards for campus behavior about right
4. Agreed that the faculty in my school shares extra duties equitably
5. Agreed that I feel free to give my opinion on matters concerning my school at faculty meeting
6. The school has a pleasant relaxed atmosphere

TABLE 8

PARENTS SURVEY COMPARISON 1974-1975



1. Rules are reasonably enforced
2. School has a pleasant relaxed atmosphere
3. The school's emphasis on scholarship and learning is about right
4. Attitude of most teachers tend to promote interest in learning
5. Most teachers in the school care about students and their needs
6. Child feels free to seek out and talk to teachers
7. Rated general quality of education excellent to good

and talk to teachers) both showed a gain of 15 percent. The largest gain was in the area of staff-student relationship - item 5 (most teachers in this school care about students and their needs).

The South Area Administration were also a target public for South Grade School's public relation program. During the course of the year, the South Area Superintendent made many visits to the school. Some of these visits coincided with after school public relations meetings at which time the area superintendent participated in the meeting. Other visits were made during the school day during which he visited teacher classrooms and spoke with students. The south area staff also sent representatives to all scheduled evening meetings at school.

A prestigious visit was made to the school by the Superintendant of Schools, Dr. Joseph M. Carroll, who had never before visited South Grade. The principal escorted him to all classrooms where he chatted with teachers and students.

It is apparent that the objectives relating to the south area administration were met, in that the south area staff were aware of the public relations project, assisted at workshops and attended school meetings.

John M. McDonald, Area Superintendent followed the development of the public relations guide with concern and interest. The final

document was accepted by Vern Crawford, Director of Public Relations for county schools and by the superintendent for use in the county's elementary schools.

Despite the apparent success of the program at South Grade, this principal and the public relations committee believe that a one year effort is insufficient to determine the real effectiveness of the public relations model. Whereas the school's staff was exuberant and involved this year, will this attitude continue? It is hoped that with an ongoing, viable program the ingredients necessary to maintain success will prevail. The committee agreed that the process was of more value than the outcome or content of the project. The process embraces all activities of the participant in the project. Public relations depends on the action of those involved. The genuine concern and interest on the part of those actively involved will ensure the outcome.

The public relations committee plans to update and modify the guide as necessary during the next two years. A program worthy of merit should be able to stand the test of time.

CONCLUSION

This practicum was carried out by the participant in conjunction with the public relations committee and staff of South Grade Elementary School. The participant feels that this has been a successful and worthwhile practicum.

A problem was identified. The general apathy and lack of parental cooperation was noted by the school staff. The south area administrative team expressed their concern regarding the 1973-74 county survey of parent opinion results, to the principal. Traditionally, elementary schools in this geographic area (Lake Worth, Florida) have met with success and cooperation with parent involvement in school related activities. An increasingly transient and shifting school attendance area along with integration and changes in the school administration contributed to the problem. The staff was aware that this problem affects schools nationwide.

In an effort to solve the problem with the objectives of improving public confidence in and attitude toward the educational system, model development and implementation of a systematic public relations system was proposed.

Conceptualizing a solution led to determining the four target publics and preparing specific public relations objectives for each

one. In addition to improving the public relations at South Grade, a model was developed for use in district wide elementary schools for the purpose of public relations program development.

The literature was researched by the school's public relation's committee. As a result a bibliography was established for inclusion in the model. Successful strategies and techniques of public relations expertise were collected and used in the development of the model. Diagnostic instruments were compiled as a short cut to determination of specific areas of public relations weaknesses. Ideas and activities geared to strengthening these areas were gathered for use in the model.

The public relations committee fortuitously was a compatible group; while there were many lively discussions and differences of opinion, compromise and common sense prevailed. The one area wholeheartedly agreed to by all members of the committee and reinforced throughout the program was the basic premise of practicing good human relations in all contacts with students and parents. The crucial teacher-student relationship was emphasized throughout the program. Both in school and out, the influence of the teacher is fundamental to a public relations program. An information program directed to students, parents and school staff was established. In-service training in communications skills and human relations skills was planned. A variety of feedback and evaluative measures were planned to provide formative and summative evaluation data.

The purposes of the guide were expanded as a result of the field testing to include not only the original purposes (methods for analysis of communication technique, methods for planning better communication techniques, methods for deciding when and with whom to communicate and methods to evaluate results) but also methods for diagnosis of public relations needs, methods for strengthening the weak area, a collection of public relations tips and bibliography.

The public relations committee worked very closely with the school staff during the field testing of the program. Careful planning was done by the committee working with the staff, preparing for workshops and setting up regular debriefing, evaluative sessions. The staff, guided by the model developed a public relations program appropriate to the school's needs.

The public relations situation was sensitive to the treatment of misbehavior problems. The teacher committee established to work with disciplinary problems proved an effective one. Students, parents and teachers were pleased with the results. Parent and community involvement were also stimulated through an active school advisory committee and the school budget committee. Each staff member initiated public relations projects and carried out a group evaluation of their individual activities.

Daily use of human relations skills in every contact was reinforced. It was observed that the development and use of "listening" skills became essential to effective communications.

The area superintendent followed the development of the guide and the implementation of the model. He was pleased with the planning and activities of the school in encouraging parent participation and cooperation. He agreed to accept the model for general use in the district's elementary schools if the county-wide survey results for South Grade School reflected a substantial improvement over the previous year.

Both the Palm Beach County Survey of Parent Opinion and the Palm Beach County Survey of Teacher Opinion reflected an increased satisfaction with the quality of instruction. In comparing responses of 1973-74 to 1974-75, all areas reflected substantially favorable growth.

Student involvement increased in planning and carrying out the school's purposes. The school's survey indicated a student body very much aware of the total school program.

The school's objectives regarding the apathy and lack of parent involvement were met with unequivocable success. Parent-teacher conferences, school sponsored meetings all increased significantly.

A cadre of parents were identified and functioning in support capacity to the staff by volunteering their services as field trip chaperones, classroom contacts and clinic aides.

Teachers made home visits as well as school conferences with most of their students and parents. Each teacher was involved in the public relations program in a two-pronged effort; public relations practices with students and parents, and a school-wide comprehensive public relations involvement.

The South Area Superintendent attended school functions and meetings of the public relations committee. He was impressed by the favorable growth of the survey responses and accepted the model for use in the district's elementary schools.

All told, the practicum met with relative success. The real value of such an endeavor seems to lie in the process rather than the content of the prototype. Each individual in the program believed that every action taken by him had implication for either positive or negative public relations. This underlying belief caused each staff member to behave in a manner which led to an effective operation.

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PRIMARY SURVEY (K-3)

1. Name or tell as many different things about your class as you can. (Student must list at least 5 items)

   1.
   2.
   3.
   4.
   5.
   6.

2. Name or tell as many different things about your school as you can. (student must list at least 5 items)

   1.
   2.
   3.
   4.
   5.
   6.

3. How many people can you name who work at South Grade? Name them. (student must list 5 people)

   1.
   2.
   3.
   4.
   5.
   6.

4. Do you know who _____ is? (Child must be able to identify by name at least 3)

   principal
   librarian
   custodian
   cafeteria worker

5. Do you think school is an <u>interesting place?</u> <u>A not so interesting place?</u> Tell why.

Instructions. Teacher will orally ask questions of students individually.

INTERMEDIATE SCHOOL SURVEY (4-6)

1. How many teachers in South Grade do you know? Name them. (students must name at least 10 teachers)

1.	6.	11.
2.	7.	12.
3.	8.	13.
4.	9.	14.
5.	10	15.

2. Who else works here? Name as many people as you can and tell what they do. (Students must list at least 6 people)

	Name	Job
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

3. How many grades are taught at South Grade School? List them. (students must list all grades)

4. What do you like most about school?

5. What do you like least?

6. Can you name any activities carried out this year in other classes? List them. (Student must list at least 4)

1.
2.
3.
4.
5.
6.
7.

A SURVEY OF PARENT OPINION 1975
PALM BEACH COUNTY SCHOOLS

The name of the school attended by the student discussed in this questionnaire is _____

Directions: Answer each of the following questions in terms of your child who attends the above named school. One form is provided for each child. Use only a soft lead pencil to darken the "bubble" which best matches your opinion. Please do not use ink pens, felt-tipped pens, or crayons. Fill in only one "bubble" on a line. As these forms will be machine scored, please do not make marks on the sheet except in the appropriate "bubble".

Example:

- ● January
- ○ March
- ○ May
- ○ July

is the first month of the calendar year.

---

1. How important is it for your child's school to stress:

A. Very important
B. Important
C. Unimportant
D. Very unimportant
N. No opinion

A B C D N

○○○○○	Modern topics (energy crisis, pollution, etc.)
○○○○○	Why things happen (study cause and effect)
○○○○○	The training of students in individual talents
○○○○○	The 3 "R's" (reading, writing, and arithmetic)
○○○○○	The development of student self-confidence
○○○○○	Sex education and family life
○○○○○	Knowledge of career and vocational education
○○○○○	Short courses in nine week sessions

2. What do you think about discipline standards in this school in terms of students':

A. Much too strict
B. Somewhat strict
C. About right
D. Somewhat lax
E. Much too lax

A B C D E

○○○○○	Personal appearance
○○○○○	Classroom behavior
○○○○○	Campus behavior

3. Does your child feel free to seek out and talk to:

A. Yes, very free
B. Free
C. Sometimes free, sometimes reluctant
D. No, reluctant
E. Very reluctant

A B C D E

○○○○○	Teachers
○○○○○	Counselors
○○○○○	Administrators (principals and deans)

Please answer questions on the other side.

4. Do you, as a parent, feel free to seek out and talk to:

⬭⬭⬭⬭⬭ ..... Teachers
⬭⬭⬭⬭⬭ ..... Counselors
⬭⬭⬭⬭⬭ ..... Administrators (principals and deans)

5. How strongly do you agree or disagree with the following statements about this school?

⬭⬭⬭⬭⬭ ..... The school's concern with manners, dress, and appearance is about right.
⬭⬭⬭⬭⬭ ..... The attitudes of most of my child's teachers promote interest in learning.
⬭⬭⬭⬭⬭ ..... Competition for grades is about right.
⬭⬭⬭⬭⬭ ..... Most of my child's teachers care about students and their needs.
⬭⬭⬭⬭⬭ ..... Rules are reasonably enforced.
⬭⬭⬭⬭⬭ ..... The school has a pleasant, relaxed atmosphere.
⬭⬭⬭⬭⬭ ..... The administration does a good job.
⬭⬭⬭⬭⬭ ..... The school's emphasis on scholarship and learning is about right.

6. What grade would you give this school for the way your child is being taught in the subjects listed below. Leave the space blank for each subject your child is not taking this year.

A - Excellent B - Good C - Average D - Poor F - Failing

For Elementary Students Only

A B C D F

⬭⬭⬭⬭⬭ ... English
⬭⬭⬭⬭⬭ ... Reading
⬭⬭⬭⬭⬭ ... Arithmetic
⬭⬭⬭⬭⬭ ... Science
⬭⬭⬭⬭⬭ ... Social Studies

For Secondary Students Only

A B C D F

⬭⬭⬭⬭⬭ ..... English
⬭⬭⬭⬭⬭ ..... Social Studies
⬭⬭⬭⬭⬭ ..... Mathematics
⬭⬭⬭⬭⬭ ..... Science
⬭⬭⬭⬭⬭ ..... Reading
⬭⬭⬭⬭⬭ ..... Foreign Languages
⬭⬭⬭⬭⬭ ..... Art
⬭⬭⬭⬭⬭ ..... Music
⬭⬭⬭⬭⬭ ..... Business Education
⬭⬭⬭⬭⬭ ..... Physical Education
⬭⬭⬭⬭⬭ ..... Home Economics
⬭⬭⬭⬭⬭ ..... Industrial Arts
⬭⬭⬭⬭⬭ ..... Driver Education

7. Has racial harmony improved in this school since last year?

⬭ ..... Yes, it has improved
⬭ ..... It is about the same
⬭ ..... No, it has deteriorated
⬭ ..... No opinion

8. What grade would you give your child's school for the general quality of education he/she is getting?

A - Excellent .... ⬭ B - Good .... ⬭ C - Average .... ⬭ D - Poor .... ⬭ F - Failing .... ⬭

If you have any further comments or suggestions which you feel might improve the school system, please write them on a separate sheet of paper. Please indicate the name of the school.

A SURVEY OF TEACHER OPINION 1975
PALM BEACH COUNTY SCHOOLS

School: _____

Directions: Read each item and its choices. Use only a soft lead pencil to darken the "bubble" which best matches your opinion. As these forms will be machine scored, please do not make marks on the sheet except in the appropriate "bubble". Consider each of the following items as it relates to the students in your school and/or administrative support services received by your school.

I feel the following support services are:
A - Excellent B - Good C - Adequate D - Poor
F - Unsatisfactory N - Not applicable

This year I believe these services are:
A - Improving B - About the same
C - Declining N - No opinion

	A	B	C	D	F	N		A	B	C	N
1. COUNTY STAFF SERVICES											
a. **Provision of supplies** (e.g. Are your requisitions "filled" in a reasonable length of time?)	○	○	○	○	○	○		○	○	○	○
b. **Textbooks** (e.g. Are you receiving the texts which were approved within your budget?)	○	○	○	○	○	○		○	○	○	○
c. **Maintenance** (e.g. Is your classroom in good repair-holes patched, broken windows replaced?)	○	○	○	○	○	○		○	○	○	○
d. **Personnel Services** (e.g. Is the personnel office responsive to your requests?)	○	○	○	○	○	○		○	○	○	○
2. AREA STAFF SERVICES											
a. **Instructional Services** (general, supervisory, and resource personnel)	○	○	○	○	○	○		○	○	○	○
b. **Pupil Personnel Services**											
(1) ECE Placement services	○	○	○	○	○	○		○	○	○	○
(2) Social and Psychological services	○	○	○	○	○	○		○	○	○	○
c. **Inservice and Staff Development**	○	○	○	○	○	○		○	○	○	○
3. SCHOOL ADMINISTRATION SERVICES (Principals, Asst. Principals, Admin. Assts. and Deans)											
a. **Handling of discipline**	○	○	○	○	○	○		○	○	○	○
b. **Assistance in improving instruction** (e.g. designing curricula, teaching strategies, and techniques of instruction)	○	○	○	○	○	○		○	○	○	○
c. **Program planning and improvement** (e.g. developing long-range plans and budgeting for materials and space)	○	○	○	○	○	○		○	○	○	○
d. **Custodial Services** (e.g. Is your school kept neat and clean?)	○	○	○	○	○	○		○	○	○	○
e. **Help in working with parents** (e.g. holding conferences and assisting staff in resolving parental complaints and concerns)	○	○	○	○	○	○		○	○	○	○
f. **Providing program support** (e.g. liaison with area and county staff)	○	○	○	○	○	○		○	○	○	○

4. What do you think about student discipline standards in this school in terms of:
A - Much too strict B - Somewhat strict C - About right D - Somewhat lax E - Much too lax

A	B	C	D	E	
○	○	○	○	○	**Personal appearance**
○	○	○	○	○	**Classroom behavior**
○	○	○	○	○	**Campus behavior**

Please answer questions on the other side

A - Strongly agree B - Agree C - Disagree D - Strongly disagree N - No opinion

	A	B	C	D	N
5. **The number of students in my** classes is about right for effective learning to take place.	○	○	○	○	○
6. **Parents are helpful in my school**	○	○	○	○	○
7. **I feel that I am working with, as** well as for, my principal.	○	○	○	○	○
8. **I want to transfer to another** school because I don't like working in this school.	○	○	○	○	○
9. **The Board is working toward** providing quality education.	○	○	○	○	○
10. **The faculty in my school** share extra duties.	○	○	○	○	○
11. **I feel free to give my** opinion on matters concerning my school at faculty meetings.	○	○	○	○	○
12. **The Superintendent is** working actively for better teacher salaries and fringe benefits.	○	○	○	○	○
13. **The Board is genuinely** interested in the welfare of the teachers.	○	○	○	○	○
14. **The school board rated** discipline/human relations as the No. 1 priority for '74-'75. I feel my school is treating this as the No. 1 priority.	○	○	○	○	○

	Yes	No
15. **A substitute is hired in my school** whenever I am absent.	○	○
16. Has your area staff provided on an individual and/or group basis, the following services in your school?		
Curriculum Development	○	○
Resource and Media Utilization	○	○
Instructional Strategies	○	○

17. Since August, 1974, I have spent the following amount of my personal money for needed instructional materials not available through any other source:

Less than $ 5 ○ **$ 26 to $ 40** ○
$ 6 to $ 25 ○ **$ 41 or more** ○

18. I teach (check one)

primary grades ○ **junior high** ○
intermediate grades ○ **high school** ○
middle school ○

19. What was done in your school with the results of last year's surveys? Choose one.

I am not aware of any use of the results. ○
Survey results were made available to all staff. ○
Survey results were made available to all staff, and were discussed in faculty meetings. ○
Survey results were made available to all staff, discussed in faculty meetings, and some improvements made as a result of faculty discussions. ○

20. Has racial harmony improved in this school since last year?

Yes, it has improved ○
It is about the same ○
No, it has deteriorated ○
No opinion ○

21. How strongly do you agree or disagree with the following statements about your school?

A - Strongly agree B - Agree C - Disagree D - Strongly disagree N - No opinion

A	B	C	D	N	
○	○	○	○	○	**The school's concern with manners, dress, and appearance is about right.**
○	○	○	○	○	**The attitudes of most teachers in this school promote interest in learning.**
○	○	○	○	○	**Rules are reasonably enforced.**
○	○	○	○	○	**Most teachers in this school care about students and their needs.**
○	○	○	○	○	**Competition for grades is about right.**
○	○	○	○	○	**The school has a pleasant, relaxed atmosphere.**
○	○	○	○	○	**The administration does a good job.**
○	○	○	○	○	**The school's emphasis on scholarship and learning is about right.**

22. Grade your school on the job it is doing as it relates to the students today.

A - Excellent ○ B - Good ○ C - Average ○ D - Poor ○ F - Failing ○

On a separate sheet of paper, please write any suggestions that you feel might improve the school system. Please indicate the name of the school.

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FY 75 SCHOOL SURVEY PROFILE

COUNTY

SURVEY AREA AND FACTORS	STUDENT RESPONSES TOTAL NO.- 28472			PARENT RESPONSES TOTAL NO.- 14111			TEACHER RESPONSES TOTAL NO.- 3090		
	PERCENT COUNTY	COUNTY RANGE	MEDIAN	PERCENT COUNTY	COUNTY RANGE	MEDIAN	PERCENT COUNTY	COUNTY RANGE	MEDIAN
I. OVERALL ASSESSMENT OF QUALITY OF EDUCATION RECEIVED									
"WHAT GRADE WOULD YOU GIVE YOUR SCHOOL FOR THE GENERAL QUALITY OF EDUCATION YOU ARE GETTING?" S-16; P-8; T-22	(BASED UPON A+B: "EXCELLENT" PLUS "GOOD" RESP.)			(BASED UPON A+B: "EXCELLENT" PLUS "GOOD" RESP.)			(BASED UPON A+B: "EXCELLENT" PLUS "GOOD" RESP.)		
FY 75	49%	28- 82%	50%	56%	36- 100%	66%	77%	43- 100%	84%
(FY 74)	41%	20- 85%		43%	19- 89%		58%	7- 100%	
(FY 73)	35%	17- 43%		(NO COMPARABLE QUESTION IN 73)			(NO COMPARABLE QUESTION IN 73)		
	(BASED UPON D+F: "POOR" PLUS "FAILING" RESP.)			(BASED UPON D+F: "POOR" PLUS "FAILING" RESP.)			(BASED UPON D+F: "POOR" PLUS "FAILING" RESP.)		
FY 75	16%	2- 27%	16%	16%	0- 35%	11%	5%	0- 22%	0%
(FY 74)	21%	0- 42%		19%	0- 43%		9%	0- 47%	
(FY 73)	24%	17- 38%		(NO COMPARABLE QUESTION IN 73)			(NO COMPARABLE QUESTION IN 73)		
II. ASSESSMENT OF STUDENT-STAFF RELATIONSHIPS									
A. "MOST TEACHERS CARE ABOUT STUDENTS AND THEIR NEEDS." S-9(D); P-9(D); T-21(D)	(BASED UPON A+B: "STR. AGREE" PLUS "AGREE" RESP.)			(BASED UPON A+B: "STR. AGREE" PLUS "AGREE" RESP.)			(BASED UPON A+B: "STR. AGREE" PLUS "AGREE" RESP.)		
FY 75	54%	49- 84%	54%	72%	43- 100%	78%	91%	57- 100%	94%
(FY 74)	46%	32- 93%		61%	38- 93%		83%	45- 100%	
(FY 73)	31%	20- 47%		(NO COMPARABLE QUESTION IN 73)			(NO COMPARABLE QUESTION IN 73)		

FY 75 SCHOOL SURVEY PROFILE

COUNTY

SURVEY AREA AND FACTORS	STUDENT RESPONSES TOTAL NO.- 28472			PARENT RESPONSES TOTAL NO.- 14111			TEACHER RESPONSES TOTAL NO.- 3090		
	PERCENT COUNTY	COUNTY RANGE	MEDIAN	PERCENT COUNTY	COUNTY RANGE	MEDIAN	PERCENT COUNTY	COUNTY RANGE	MEDIAN
II. ASSESSMENT OF STUDENT-STAFF RELATIONSHIPS (CONT'D)									
B. "DOES YOUR CHILD FEEL FREE TO SEEK OUT AND TALK TO:" S-8; P-3	(BASED UPON A+B: "YES, VERY FREE" PLUS "FREE" RESP.)			(BASED UPON A+B: "YES, VERY FREE" PLUS "FREE" RESP.)			(NO COMPARABLE QUESTION)		
- TEACHERS									
FY 75	35%	32- 71%	39%	50%	33- 100%	54%			
(FY 74)	39%	32- 84%		45%	24- 89%				
- COUNSELORS									
FY 75	46%	31- 84%	46%	44%	29- 100%	46%			
(FY 74)	44%	29- 93%		35%	16- 70%				
- ADMINISTRATORS (PRINCIPALS AND DEANS)									
FY 75	32%	17- 68%	32%	36%	22- 100%	39%			
(FY 74)	29%	21- 71%		28%	13- 58%				
C. "DO YOU, AS A PARENT, FEEL FREE TO SEEK OUT AND TALK TO:" P-4	(NO COMPARABLE QUESTION)			(BASED UPON A+B: "YES, VERY FREE" PLUS "FREE" RESP.)			(NO COMPARABLE QUESTION)		
- TEACHERS				80%	50- 100%	84%			
- COUNSELORS				78%	66- 100%	80%			
- ADMINISTRATORS (PRINCIPALS AND DEANS)				75%	50- 100%	78%			

FY 75 SCHOOL SURVEY PROFILE

COUNTY

SURVEY AREA AND FACTORS	STUDENT RESPONSES TOTAL NO.- 28472 PERCENT COUNTY	STUDENT RESPONSES TOTAL NO.- 28472 COUNTY RANGE	STUDENT RESPONSES TOTAL NO.- 28472 MEDIAN	PARENT RESPONSES TOTAL NO.- 24111 PERCENT COUNTY	PARENT RESPONSES TOTAL NO.- 24111 COUNTY RANGE	PARENT RESPONSES TOTAL NO.- 24111 MEDIAN	TEACHER RESPONSES TOTAL NO.- 3090 PERCENT COUNTY	TEACHER RESPONSES TOTAL NO.- 3090 COUNTY RANGE	TEACHER RESPONSES TOTAL NO.- 3090 MEDIAN
II. ASSESSMENT OF STUDENT-STAFF RELATIONSHIPS (CONT'D)									
D. "THE ATTITUDES OF MOST TEACHERS IN THIS SCHOOL PROMOTE INTEREST IN LEARNING." S-9(B); P-9(B); T-21(B)	(BASED UPON A+B: "STR. AGREE" PLUS "AGREE" RESP.)			(BASED UPON A+B: "STR. AGREE" PLUS "AGREE" RESP.)			(BASED UPON A+B: "STR. AGREE" PLUS "AGREE" RESP.)		
FY 75	61%	55- 79%	61%	73%	48- 100%	79%	86%	32- 100%	91%
(FY 74)	53%	41- 64%		63%	36- 91%		80%	41- 100%	
E. "THE ADMINISTRATION IN THIS SCHOOL DOES A GOOD JOB." S-3; P-5(G); T-21(G)	(BASED UPON A+B: "STR. AGREE" PLUS "AGREE" RESP.)			(BASED UPON A+B: "STR."AGREE" PLUS "AGREE" RESP.)			(BASED UPON A+B: "STR. AGREE" PLUS "AGREE" RESP.)		
FY 75	55%	39- 74%	56%	69%	43- 100%	76%	78%	36- 100%	85%
(FY 74)	53%	33- 84%		(NO COMPARABLE QUESTION IN 74)			(NO COMPARABLE QUESTION IN 74)		
F. "HOW IMPORTANT IS IT FOR YOUR SCHOOL TO STRESS THE DEVELOPMENT OF STUDENT SELF-CONFIDENCE?" S-4(E); P-1(E)	(BASED UPON A+B: "VERY IMPORTANT" PLUS "IMPORTANT" RESP.)			(BASED UPON A+B: "VERY IMPORTANT" PLUS "IMPORTANT" RESP.)			(NO COMPARABLE QUESTION)		
FY 75	72%	63- 86%	71%	96%	76- 100%	96%			
(FY 74)	(NO COMPARABLE QUESTION IN 74)			96%	78- 100%				

FY 75 SCHOOL SURVEY PROFILE

COUNTY

SURVEY AREA AND FACTORS	STUDENT RESPONSES TOTAL NO.- 28472 PERCENT COUNTY	STUDENT RESPONSES COUNTY RANGE	STUDENT RESPONSES MEDIAN	PARENT RESPONSES TOTAL NO.- 14111 PERCENT COUNTY	PARENT RESPONSES COUNTY RANGE	PARENT RESPONSES MEDIAN	TEACHER RESPONSES TOTAL NO.- 3090 PERCENT COUNTY	TEACHER RESPONSES COUNTY RANGE	TEACHER RESPONSES MEDIAN
III. ASSESSMENT OF THE EFFECTIVENESS OF TH INSTRUCTIONAL PROGRAM									
A. "THINK OF THIS AS A REPORT CARD AND RATE EACH ONE OF THE FOLLOWING ON HOW WELL YOU ARE BEING TAUGHT THIS YEAR." S-5; P-6	(BASED UPON A+B: "EXCELLENT" PLUS "GOOD" RESP.)			(BASED UPON A+B: "EXCELLENT" PLUS "GOOD" RESP.)			(NO COMPARABLE QUESTION)		
- ENGLISH (75)	62%	49- 88%	62%	49%	38- 100%	48%			
- READING (75)	60%	46- 81%	60%	38%	26- 79%	38%			
- ENGLISH AND READING (74)	58%	49- 78%		48%	35- 74%				
- SOCIAL STUDIES (75)	52%	45- 80%	55%	46%	35- 100%	46%			
- SOCIAL STUDIES (74)	55%	45- 81%		43%	31- 62%				
- MATHEMATICS (75)	59%	42- 73%	61%	49%	39- 100%	49%			
- MATHEMATICS (74)	55%	43- 71%		45%	35- 59%				
- SCIENCE (75)	57%	38- 71%	57%	51%	36- 100%	[illegible]			
- SCIENCE (74)	56%	38- 74%		50%	37- 66%				
- FOREIGN LANGUAGES (75)	52%	0- 67%	52%	45%	20- 100%	46%			
- FOREIGN LANGUAGES (74)	47%	22- 64%		46%	15- 73%				
- ART (75)	69%	56- 92%	70%	52%	32- 100%	52%			
- ART (74)	66%	42- 85%		52%	29- 80%				
- MUSIC (75)	69%	52- 82%	69%	63%	46- 83%	63%			
- MUSIC (74)	65%	52- 81%		56%	37- 71%				
- BUSINESS EDUCATION (75)	61%	43- 100%	61%	47%	25- 73%	43%			
- BUSINESS EDUCATION (74)	53%	36- 84%		44%	12- 68%				
- PHYSICAL EDUCATION (75)	74%	55- 89%	77%	57%	41- 100%	57%			
- PHYSICAL EDUCATION (74)	71%	54- 91%		54%	39- 84%				
- HOME ECONOMICS (75)	64%	44- 95%	65%	49%	25- 82%	48%			
- INDUSTRIAL ARTS (75)	64%	51- 85%	65%	50%	0- 78%	52%			
- HOME ECONOMICS AND INDUSTRIAL ARTS (74)	66%	49- 89%		52%	37- 84%				
- DRIVER EDUCATION (75)	65%	38- 85%	59%	58%	0- 100%	55%			
- DRIVER EDUCATION (74)	62%	33- 80%		64%	0- 100%				

FY 75 SCHOOL SURVEY PROFILE

CCLNTY

SURVEY AREA AND FACTORS	STUDENT RESPONSES TOTAL NO.- 28472			PARENT RESPONSES TOTAL NO.- 14111			TEACHER RESPONSES TOTAL NO.- 3090		
	PERCENT COUNTY	COUNTY RANGE	MEDIAN	PERCENT COUNTY	COUNTY RANGE	MEDIAN	PERCENT COUNTY	COUNTY RANGE	MEDIAN
III. ASSESSMENT OF THE EFFECTIVENESS OF THE INSTRUCTIONAL PROGRAM (CONT'D)									
B. "WHAT GRADE WOULD YOU GIVE THIS SCHOOL FOR THE WAY YOUR CHILD IS BEING TAUGHT IN THE SUBJECTS LISTED BELOW." P-6 **ELEMENTARY**	(NO COMPARABLE QUESTION)			(BASED UPON A+B: "EXCELLENT" PLUS "GOOD" RESP.)			(NO COMPARABLE QUESTION)		
- ENGLISH (75)				56%	37- 83%	56%			
- READING (75)				60%	40- 75%	61%			
- ENGLISH AND READING (74)				62%	42- 100%*				
- ARITHMETIC (75)				59%	37- 86%	60%			
- MATHEMATICS (74)				56%	39- 100%*				
- SCIENCE (75)				52%	34- 79%	53%			
- SCIENCE (74)				50%	32- 100%*				
- SOCIAL STUDIES (75)				51%	34- 71%	52%			
- SOCIAL STUDIES (74)				51%	33- 100%*				
C. "COMPETITION FOR GRADES IS ABOUT RIGHT." S-9(C); P-5(C); T-21(E);	(BASED UPON A+B: "STR. AGREE" PLUS "AGREE" RESP.)			(BASED UPON A+B: "STR. AGREE" PLUS "AGREE" RESP.)			(BASED UPON A+B: "STR. AGREE" PLUS "AGREE" RESP.)		
	55%	48- 76%	56%	67%	51- 100%*	70%	69%	24- 95%	74%
D. "THE SCHOOL'S EMPHASIS ON SCHOLARSHIP AND LEARNING IS ABOUT RIGHT." S-9(G); P-5(H); T-21(F)	(BASED UPON A+B: "STR. AGREE" PLUS "AGREE" RESP.)			(BASED UPON A+B: "STR. AGREE" PLUS "AGREE" RESP.)			(BASED UPON A+B: "STR. AGREE" PLUS "AGREE" RESP.)		
FY 75	54%	40- 82%	56%	61%	37- 100%*	66%	74%	33- 100%*	83%
(FY 74)	48%	35- 81%		54%	29- 82%		62%	22-100%	

FY 75 SCHOOL SURVEY PROFILE

COUNTY

SURVEY AREA AND FACTORS	STUDENT RESPONSES TOTAL NO.- 28472			PARENT RESPONSES TOTAL NO.- 14111			TEACHER RESPONSES TOTAL NO.- 3090		
	PERCENT COUNTY	COUNTY RANGE	MEDIAN	PERCENT COUNTY	COUNTY RANGE	MEDIAN	PERCENT COUNTY	COUNTY RANGE	ME IA
III. ASSESSMENT OF THE EFFECTIVENESS OF THE INSTRUCTIONAL PROGRAM (CONT'D)									
E. "RATE THE AMOUNT OF HOMEWORK YOU ARE REQUIRED TO COMPLETE." S-13	(BASED UPON "ABOUT RIGHT" RESP.)			(NO COMPARABLE QUESTION)			(NO COMPARABLE QUESTION)		
FY 75	65%	52- 80%	65%						
(FY 74)	67%	59- 91%							
F. "HOW IMPORTANT IS IT FOR YOUR SCHOOL TO STRESS WHY THINGS HAPPEN (STUDY CAUSE AND EFFECT)" S-4(B); P-1(B)	(BASED UPON A+B: "VERY IMPORTANT PLUS "IMPORTANT" RESP.)			(BASED UPON A+B: "VERY IMPORTANT PLUS "IMPORTANT" RESP.)			(NO COMPARABLE QUESTION)		
FY 75	65%	53- 73%	64%	94%	74- 100%	95%			
(FY 74)	(NO COMPARABLE QUESTION IN 74)			92%	62- 97%				
G. "HOW DO YOU FEEL ABOUT THE MEDIA CENTER (LIBRARY) IN TERMS OF:" S-15									
- AMOUNT OF USABLE MATERIALS:	(BASED UPON "PLENTY" RESP.)			(NO COMPARABLE QUESTION)			(NO COMPARABLE QUESTION)		
FY 75	29%	19- 46%	30%						
(FY 74)	38%	4- 55%							
- HOURS OPEN FOR USE:	(BASED UPON "MORE THAN ENOUGH" RESP.)			(NO COMPARABLE QUESTION)			(NO COMPARABLE QUESTION)		
FY-75	11%	4- 24%	11%						
(FY-74)	20%	11- 34%							
- FREEDOM TO USE MATERIALS AND A "WELCOME" ATMOSPHERE:	BASED UPON "WELCOME AND FREE" RESP.)			(NO COMPARABLE QUESTION)			NO COMPARABLE QUESTION)		
FY 75	46%	34- 59%	46%						
(FY 74)	45%	31- 86%							

FY 75 SCHOOL SURVEY PROFILE

CCUNTY

SURVEY AREA AND FACTORS	STUDENT RESPONSES TOTAL NO.- 28472 PERCENT COUNTY	STUDENT RESPONSES TOTAL NO.- 28472 COUNTY RANGE	STUDENT RESPONSES TOTAL NO.- 28472 MEDIAN	PARENT RESPONSES TOTAL NO.- 14111 PERCENT COUNTY	PARENT RESPONSES TOTAL NO.- 14111 COUNTY RANGE	PARENT RESPONSES TOTAL NO.- 14111 MEDIAN	TEACHER RESPONSES TOTAL NO.- 3090 PERCENT COUNTY	TEACHER RESPONSES TOTAL NO.- 3090 COUNTY RANGE	TEACHER RESPONSES TOTAL NO.- 3090 MEDIAN
III. ASSESSMENT OF THE EFFECTIVENESS OF THE INSTRUCTIONAL PROGRAM (CONT'D)									
H. HOW MUCH INFLUENCE DO YOU FEEL YOU HAVE IN THE FOLLOWING CHOICES? S-12	(BASED UPON A+B: "A GREAT DEAL" PLUS "CONSIDERABLE" RESP.)			(NO COMPARABLE QUESTION)			(NO COMPARABLE QUESTION)		
- "THE TEACHERS YOU WANT" FY 75	30%	15- 55%	34%						
(FY 74)	26%	13- 72%							
- "THE SUBJECTS YOU WANT" FY 75	56%	19- 69%	53%						
(FY 74)	50%	21- 70%							
- "PLACES TO STUDY" FY 75	27%	12- 48%	28%						
(FY 74)	22%	10- 55%							
"STUDY TIMES" FY 75	22%	8- 50%	26%						
(FY 74)	17%	6- 73%							
I. HOW MUCH INFLUENCE DO YOU FEEL YOU SHOULD HAVE IN THE FOLLOWING CHOICES? S-12	(BASED UPON A+B: "A GREAT DEAL" PLUS "CONSIDERABLE" RESP.)			(NO COMPARABLE QUESTION			(NO COMPARABLE QUESTION)		
- "THE TEACHERS YOU WANT"	67%	50- 83%	66%						
- "THE SUBJECTS YOU WANT"	78%	59- 88%	72%						
- "PLACES TO STUDY"	66%	53- 73%	66%						
- "STUDY TIMES"	63%	56- 70%	63%						

FY 75 SCHOOL SURVEY PROFILE

COUNTY

SURVEY AREA AND FACTORS	STUDENT RESPONSES TOTAL NO.- 28472			PARENT RESPONSES TOTAL NO.- 14111			TEACHER RESPONSES TOTAL NO.- 3090		
	PERCENT COUNTY	COUNTY RANGE	MEDIAN	PERCENT COUNTY	COUNTY RANGE	MEDIAN	PERCENT COUNTY	COUNTY RANGE	MEDIAN
III. ASSESSMENT OF THE EFFECTIVENESS OF THE INSTRUCTIONAL PROGRAM (CONT'D)									
J. "THE SCHOOL BOARD RATED DISCIPLINE/HUMAN RELATIONS AS THE NO. 1 PRIORITY FOR '74-'75. I FEEL MY SCHOOL IS TREATING THIS AS THE NO. 1 PRIORITY." T-14	(NO COMPARABLE QUESTION)			(NO COMPARABLE QUESTION)			(BASED UPON A+B: "STR. AGREE" PLUS "AGREE" RESP.) 62%	18- 100%	65%
K. "THE NUMBER OF STUDENTS IN MY CLASSES IS ABOUT RIGHT FOR EFFECTIVE LEARNING TO TAKE PLACE." S-21 T-9	(BASED UPON A+B: "STR. AGREE" PLUS "AGREE" RESP.) 63%	35- 82%	63%	(NO COMPARABLE QUESTION)			(BASED UPON A+B: "STR. AGREE" PLUS "AGREE" RESP.) 57%	25- 100%	58%

FY 75 SCHOOL SURVEY PROFILE

COUNTY

SURVEY AREA AND FACTORS	STUDENT RESPONSES TOTAL NO.- 28472			PARENT RESPONSES TOTAL NO.- 14111			TEACHER RESPONSES TOTAL NO.- 3090		
	PERCENT COUNTY	COUNTY RANGE	MEDIAN	PERCENT COUNTY	COUNTY RANGE	MEDIAN	PERCENT COUNTY	COUNTY RANGE	MEDIAN
IV. ASSESSMENT OF THE CURRICULUM AND RELATED FACTORS									
A. "HOW IMPORTANT IS IT FOR YOUR SCHOOL TO STRESS PROBLEM TOPICS (ENERGY CRISIS, POLLUTION, ETC.)?" S-4(A); P-1(A)	(BASED UPON A+B: "VERY IMPORTANT" PLUS "IMPORTANT" RESP.)			(BASED UPON A+B: "VERY IMPORTANT" PLUS "IMPORTANT" RESP.)			(NO COMPARABLE QUESTION)		
FY 75	71%	60- 87%	70%	92%	87- 100%	92%			
(FY 74)	54%	18- 55%		78%	57- 90%				
B. "HOW IMPORTANT IS IT FOR YOUR SCHOOL TO STRESS KNOWLEDGE OF CAREER AND VOCATIONAL EDUCATION?" S-4(G); P-1(G)	(BASED UPON A+B: "VERY IMPORTANT" PLUS "IMPORTANT" RESP.)			(BASED UPON A+B: "VERY IMPORTANT" PLUS "IMPORTANT" RESP.)			(NO COMPARABLE QUESTION)		
FY 75	78%	66- 86%	77%	83%	61- 100%	79%			
(FY 74)	62%	52- 73%		82%	53-100%				
C. "RATE HOW WELL THE SCHOOL PROGRAMS ARE PREPARING YOU FOR YOUR GOALS IN LIFE." S-14	(BASED UPON "VERY WELL" RESP.)			(NO COMPARABLE QUESTION)			(NO COMPARABLE QUESTION)		
FY 75	15%	4- 45%	18%						
(FY 74)	15%	5- 60%							
D. "HOW IMPORTANT IS IT FOR YOUR SCHOOL TO STRESS THE TRAINING OF STUDENTS IN INDIVIDUAL TALENTS?" S-4(C); P-1(C)	(BASED UPON A+B: "VERY IMPORTANT" PLUS "IMPORTANT" RESP.)			(BASED UPON A+B: "VERY IMPORTANT" PLUS "IMPORTANT" RESP.)			(NO COMPARABLE QUESTION)		
FY 75	70%	62- 81%	70%	89%	73- 100%	90%			
(FY 74)	(NO COMPARABLE QUESTION IN 74)			89%	70- 95%				

FY 75 SCHOOL SURVEY PROFILE

COUNTY

SURVEY AREA AND FACTORS	STUDENT RESPONSES TOTAL NO.- 28472 PERCENT COUNTY	STUDENT RESPONSES COUNTY RANGE	STUDENT RESPONSES MEDIAN	PARENT RESPONSES TOTAL NO.- 14111 PERCENT COUNTY	PARENT RESPONSES COUNTY RANGE	PARENT RESPONSES MEDIAN	TEACHER RESPONSES TOTAL NO.- 3090 PERCENT COUNTY	TEACHER RESPONSES COUNTY RANGE	TEACHER RESPONSES MEDIAN
IV. ASSESSMENT OF THE CURRICULUM AND RELATED FACTORS (CONT'D)									
E. "HOW IMPORTANT IS IT FOR YOUR SCHOOL TO STRESS THE 3 R'S (READING, WRITING, AND ARITHMETIC)?" S-4(E) P-1(E)	(BASED UPON A+B: "VERY IMPORTANT" PLUS "IMPORTANT" RESP.)			(BASED UPON A+B: "VERY IMPORTANT" PLUS "IMPORTANT" RESP.)			(NO COMPARABLE QUESTION)		
FY 75	75%	74- 85%	78%	98%	87- 100%	98%			
(FY 74)	(NO COMPARABLE QUESTION IN 74)			98%	86- 100%				
F. "HOW IMPORTANT IS IT FOR YOUR SCHOOL TO STRESS SEX EDUCATION AND FAMILY LIFE?" S-4(F); P-1(F)	(BASED UPON A+B: "VERY IMPORTANT" PLUS "IMPORTANT" RESP.)			(BASED UPON A+B: "VERY IMPORTANT" PLUS "IMPORTANT" RESP.)			(NO COMPARABLE QUESTION)		
FY 75	62%	54- 75%	62%	72%	54- 100%	72%			
(FY 74)	(NO COMPARABLE QUESTION IN 74)			72%	38- 84%				
G. "HOW IMPORTANT IS IT FOR YOUR SCHOOL TO STRESS SHORT COURSES IN NINE WEEK SESSIONS?" S-4(H); P-1(H)	(BASED UPON A+B: "VERY IMPORTANT" PLUS "IMPORTANT" RESP.)			(BASED UPON A+B: "VERY IMPORT-ANT" PLUS "IMPORTANT" RESP.)			(NO COMPARABLE QUESTION)		
	53%	41- 65%	54%	39%	21- 63%	38%			

FY 75 SCHOOL SURVEY PROFILE

COUNTY

SURVEY AREA AND FACTORS	STUDENT RESPONSES TOTAL NO.- 28472			PARENT RESPONSES TOTAL NO.- 14111			TEACHER RESPONSES TOTAL NO.- 3090		
	PERCENT *COUNTY	COUNTY RANGE	MEDIAN	*PERCENT* *COUNTY	COUNTY RANGE	MEDIAN	*PERCENT* *COUNTY	COUNTY RANGE	MEDIAN
V. ASSESSMENT OF THE ADMINISTRATION OF DISCIPLINE									
A. "WHAT DO YOU THINK ABOUT DISCIPLINE STANDARDS IN THIS SCHOOL IN TERMS OF STUDENTS?" S-4; P-2; T-4	(BASED UPON C: "ABOUT RIGHT" RESP.)			(BASED UPON C: "ABOUT RIGHT" RESP.)			(BASED UPON C: "ABOUT RIGHT" RESP.)		
-PERSONAL APPEARANCE									
FY 75	48%	28- 68%	43%	59%	29- 100%*	65%	63%	26- 100%*	69%
(FY 74)	45%	27- 66%		70%	41- 100%*		57%	8- 100%*	
-CLASSROOM BEHAVIOR									
FY 75	50%	35- 61%	47%	56%	32- 100%*	63%	64%	18- 100%*	68%
(FY 74)	49%	36- 81%		63%	36- 81%		54%	19- 100%*	
-CAMPUS BEHAVIOR									
FY 75	43%	32- 54%	42%	53%	21- 100%*	58%	53%	11- 100%*	56%
(FY 74)	42%	24- 57%		59%	33- 78%		46%	0- 100%*	
B. "RULES ARE REASONABLY ENFORCED." S-9(E); P-5(E); T-21(C)	(BASED UPON A+B: "STR. AGREE" PLUS "AGREE" RESP.			(BASED UPON A+B: "STR. AGREE" PLUS "AGREE" RESP.			(BASED UPON A+B: "STR. AGREE" PLUS "AGREE" RESP.		
FY 75	57%	43- 77%	57%	71%	47- 100%*	76%	74%	29- 100%*	82%
(FY 74)	57%	45- 67%		70%	43- 94%		69%	8- 100%*	
C. "THE SCHOOL'S CONCERN WITH DRESS, MANNERS, AND APPEARANCE IS ABOUT RIGHT." S-9(A); P-5(A); T-21(A)	(BASED UPON A+B: "STR. AGREE" PLUS "AGREE" RESP.)			(BASED UPON A+B: "STR. AGREE" PLUS "AGREE" RESP.)			(BASED UPON A+B: "STR. AGREE" PLUS "AGREE" RESP.)		
	56%	34- 81%	57%	65%	31- 100%*	73%	66%	19- 100%*	75%

FY 75 SCHOOL SURVEY PROFILE

CCLATY

SURVEY AREA AND FACTORS	STUDENT RESPONSES TOTAL NO.- 28472 PERCENT COUNTY	STUDENT RESPONSES TOTAL NO.- 28472 COUNTY RANGE	STUDENT RESPONSES TOTAL NO.- 28472 MEDIAN	PARENT RESPONSES TOTAL NO.- 14111 PERCENT COUNTY	PARENT RESPONSES TOTAL NO.- 14111 COUNTY RANGE	PARENT RESPONSES TOTAL NO.- 14111 MEDIAN	TEACHER RESPONSES TOTAL NO.- 3090 PERCENT COUNTY	TEACHER RESPONSES TOTAL NO.- 3090 COUNTY RANGE	TEACHER RESPONSES TOTAL NO.- 3090 MEDIAN
V. ASSESSMENT OF THE ADMINISTRATION OF DISCIPLINE (CONT'D)									
D. RATING OF SUPPORT SERVICES OF SCHOOL ADMINISTRATION IN "HANDLING DISCIPLINE". T-3(A)	(NO COMPARABLE QUESTION)			(NO COMPARABLE QUESTION)			(BASED UPON A+B: "EXCELLENT" PLUS "GOOD" RESP.)		
FY 75							50%	11- 100%	53%
(FY 74)							43%	0- 100%	
RATING ON WHETHER "HANDLING DISCIPLINE" IS IMPROVING OR DECLINING THIS YEAR. T-3(A)	(NO COMPARABLE QUESTION)			(NO COMPARABLE QUESTION)			(BASED UPON A+B: "IMPROVING" PLUS "ABOUT THE SAME RESP.)		
FY 75							76%	31- 100%	82%
(FY 74)							76%	40- 100%	
							(THE TREND IS SHOWN BY SUBTRACTING "DECLINING" FROM "IMPROVING" RESP.)		
FY 75							13%	-56- 89%	19%
(FY 74)							10%	-44- 77%	
E. "HAS RACIAL HARMONY IMPROVED IN THIS SCHOOL SINCE LAST YEAR?" S-7; P-7; T-20	(BASED UPON "YES; IT HAS IMPROVED" RESP.)			(BASED UPON "YES, IT HAS IMPROVED" RESP.)			(BASED UPON "YES; IT HAS IMPROVED" RESP.)		
FY 75	23%	12- 40%	21%	21%	0- 48%	20%	35%	4- 70%	35%
(FY 74)	(NO COMPARABLE QUESTION IN 74)			(NO COMPARABLE QUESTION IN 74)			50%	10- 100%	
F. "THE SCHOOL HAS A PLEASANT RELAXED ATMOSPHERE." S-9(F); P-9(F); T-21(F)	(BASED UPON A+B: "STR. AGREE" PLUS "AGREE" RESP.)			(BASED UPON A+B: "STR. AGREE" PLUS "AGREE" RESP.)			(BASED UPON A+B: "STR. AGREE" PLUS "AGREE" RESP.)		
FY 75	40%	25- 68%	41%	67%	32- 98%	74%	75%	27- 100%	84%
(FY 74)	32%	14- 80%		56%	17- 91%		69%	12- 100%	

FY 75 SCHOOL SURVEY PROFILE

COUNTY

SURVEY AREA AND FACTORS	STUDENT RESPONSES TOTAL NO.- 28472				PARENT RESPONSES TOTAL NO.- 14111				TEACHER RESPONSES TOTAL NO.- 3090			
	PERCENT COUNTY		COUNTY RANGE	MEDIAN	PERCENT COUNTY		COUNTY RANGE	MEDIAN	PERCENT COUNTY		COUNTY RANGE	MEDIAN
VI. PARENTS AND THE SCHOOL												
A. "MY PARENTS ARE INTERESTED IN THE SCHOOL." S-1	(BASED UPON A+B: "STR. AGREE" (PLUS "AGREE" RESP.)				(NO COMPARABLE QUESTION)				(NO COMPARABLE QUESTION)			
FY 75	74%		66- 90%	74%								
(FY 74)	68%		53- 84%									
B. "PARENTS ARE HELPFUL IN MY SCHOOL." T-6	(NO COMPARABLE QUESTION)				(NO COMPARABLE QUESTION)				(BASED UPON A+B: "STR. AGREE" PLUS "AGREE" RESP.)			
FY 75									66%		0- 100%	71%
(FY 74)									56%		0- 100%	
C. SCHOOL ADMINISTRATION SERVICES (PRINCIPALS, ET AL) ON:	(NO COMPARABLE QUESTION)				(NO COMPARABLE QUESTION)				(BASED UPON A+B: "EXCELLENT" PLUS "GOOD" RESP.)			
-"HELP IN WORKING WITH PARENTS." T-3(E)												
FY 75									61%		20- 97%	63%
(FY 74)									49%		0- 100%	
-RATING ON WHETHER THIS "HELP" IS IMPROVING OR DECLINING THIS YEAR.									(THE TREND IS SHOWN BY SUBTRACTING "DECLINING" FROM "IMPROVING" RESP.)			
FY 75									24%		-13- 88%	24%
(FY 74)									17%		-20- 67%	

FY 75 SCHOOL SURVEY PROFILE

COUNTY

SURVEY AREA AND FACTORS	STUDENT RESPONSES TOTAL NO.- 28472 PERCENT COUNTY	STUDENT RESPONSES TOTAL NO.- 28472 COUNTY RANGE	STUDENT RESPONSES TOTAL NO.- 28472 MEDIAN	PARENT RESPONSES TOTAL NO.- 14111 PERCENT COUNTY	PARENT RESPONSES TOTAL NO.- 14111 COUNTY RANGE	PARENT RESPONSES TOTAL NO.- 14111 MEDIAN	TEACHER RESPONSES TOTAL NO.- 3090 PERCENT COUNTY	TEACHER RESPONSES TOTAL NO.- 3090 COUNTY RANGE	TEACHER RESPONSES TOTAL NO.- 3090 MEDIAN
VII. PROGRAM PLANNING, INSTRUCTIONAL LEADERSHIP, AND STAFF DEVELOPMENT									
A. "I FEEL THE FOLLOWING SUPPORT SERVICES ARE:"	(NO COMPARABLE QUESTION)			(NO COMPARABLE QUESTION)			(BASED UPON A+B: "EXCELLENT" PLUS "GOOD" RESP.)		
- "PROGRAM PLANNING AND IMPROVEMENT" T-3(C) (PROVIDED BY SCHOOL ADMINISTRATION-PRINCIPALS ET AL)									
FY 75							52%	17- 100%	57%
(FY 74)							51%	4- 100%	
- "ASSISTANCE IN IMPROVING INSTRUCTION" T-3(B) (PROVIDED BY SCHOOL ADMINISTRATION, PRINCIPALS ET AL)									
FY 75							51%	20- 100%	53%
(FY 74)							47%	4- 100%	
- "INSERVICE AND STAFF DEVELOPMENT" T-2(C) (SHARED RESPONSIBILITY)									
FY 75							45%	3- 100%	48%
(FY 74)							38%	8- 100%	
- "INSTRUCTIONAL SERVICES (GENERAL, SUPERVISORY, AND RESOURCE PERSONNEL)" T-2(A) (PROVIDED PRIMARILY BY AREA STAFF)									
FY 75							41%	8- 86%	44%
(FY 74)							35%	8- 100%	

FY 75 SCHOOL SURVEY PROFILE

COUNTY

SURVEY AREA AND FACTORS	STUDENT RESPONSES TOTAL NO.- 28472 PERCENT COUNTY	STUDENT RESPONSES TOTAL NO.- 28472 COUNTY RANGE	STUDENT RESPONSES TOTAL NO.- 28472 MEDIAN	PARENT RESPONSES TOTAL NO.- 14111 PERCENT COUNTY	PARENT RESPONSES TOTAL NO.- 14111 COUNTY RANGE	PARENT RESPONSES TOTAL NO.- 14111 MEDIAN	TEACHER RESPONSES TOTAL NO.- 3090 PERCENT COUNTY	TEACHER RESPONSES TOTAL NO.- 3090 COUNTY RANGE	TEACHER RESPONSES TOTAL NO.- 3090 MEDIAN
VII. PROGRAM PLANNING, INSTRUCTIONAL LEADERSHIP, AND STAFF DEVELOPMENT (CONT'D)									
A. "I FEEL THE FOLLOWING SUPPORT SERVICES ARE:"	(NO COMPARABLE QUESTION)			(NO COMPARABLE QUESTION)			(BASED UPON A+B: "EXCELLENT" PLUS "GOOD" RESP.)		
- PUPIL PERSONNEL SERVICES T-248 (PROVIDED PRIMARILY BY AREA STAFF WITH SOME CENTRAL STAFF ASSISTANCE)									
"ECE PLACEMENT SERVICES"							26%	0- 100%	27%
"SOCIAL AND PSYCHOLOGICAL SERVICES"							27%	3- 94%	24%
B. "THIS YEAR I BELIEVE THESE SERVICES ARE:"	(NO COMPARABLE QUESTION)			(NO COMPARABLE QUESTION)			(BASED UPON A+B "IMPROVING" PLUS "ABOUT THE SAME" RESP.)		
- "PROGRAM PLANNING AND IMPROVEMENT"									
FY 75							82%	52- 100%	87%
(FY 74)							85%	55- 100%	
- "ASSISTANCE IN IMPROVING INSTRUCTION"									
FY 75							82%	57- 100%	84%
(FY 74)							83%	48- 100%	
- "INSERVICE AND STAFF DEVELOPMENT"									
FY 75							79%	37- 100%	83%
(FY 74)							79%	25- 100%	

FY 75 SCHOOL SURVEY PROFILE

COUNTY

SURVEY AREA AND FACTORS	STUDENT RESPONSES TOTAL NO.- 28472			PARENT RESPONSES TOTAL NO.- 14111			TEACHER RESPONSES TOTAL NO.- 3090		
	PERCENT COUNTY	COUNTY RANGE	MEDIAN	PERCENT COUNTY	COUNTY RANGE	MEDIAN	PERCENT COUNTY	COUNTY RANGE	MEDIAN
VII. PROGRAM PLANNING, INSTRUCTIONAL LEADERSHIP, AND STAFF DEVELOPMENT (CONT'D)									
B. "THIS YEAR I BELIEVE THESE SERVICES ARE:" (CONT'D)	(NO COMPARABLE QUESTION)			(NO COMPARABLE QUESTION)			(BASED UPON A+B "IMPROVING" PLUS "ABOUT THE SAME" RESP.)		
- "INSTRUCTIONAL SERVICES"									
FY 75							76%	51- 100%	80%
(FY 74)							74%	33- 100%	
- PUPIL PERSONNEL SERVICES									
"ECE PLACEMENT SERVICES"							67%	30- 100%	74%
"SOCIAL AND PSYCHOLOGICAL SERVICES"							69%	31- 100%	72%
(A SECOND ANALYSIS OF THESE SIX SERVICES)	(NO COMPARABLE QUESTION)			(NO COMPARABLE QUESTION)			(THE TREND IS SHOWN BY SUBTRACTING "DECLINING" FROM "IMPROVING" RESP.)		
- "PROGRAM PLANNING AND IMPROVEMENT"									
FY 75							22%	-17- 88%	24%
(FY 74)							26%	-20- 80%	
- "ASSISTANCE IN IMPROVING INSTRUCTION"									
FY 75							20%	-20- 88%	23%
(FY 74)							19%	-32- 71%	
- "INSERVICE AND STAFF DEVELOPMENT"									
FY 75							19%	-54- 88%	21%
(FY 74)							21%	-29- 88%	

FY 75 SCHOOL SURVEY PROFILE

COUNTY

SURVEY AREA AND FACTORS	STUDENT RESPONSES TOTAL NO.- 28472			PARENT RESPONSES TOTAL NO.- 14111			TEACHER RESPONSES TOTAL NO.- 3090			
	PERCENT COUNTY	COUNTY RANGE	MEDIAN	PERCENT COUNTY	COUNTY RANGE	MEDIAN	PERCENT COUNTY	COUNTY RANGE	MEDIAN
VII. PROGRAM PLANNING, INSTRUCTIONAL LEADERSHIP, AND STAFF DEVELOPMENT (CONT'D)									
(A SECOND ANALYSIS OF THESE SIX SERVICES) (CONT'D)	(NO COMPARABLE QUESTION)			(NO COMPARABLE QUESTION)			(THE TREND IS SHOWN BY SUBTRACTING "DECLINING" FROM "IMPROVING" RESP.)			
- "INSTRUCTIONAL SERVICES"										
FY 75							8%	-26- 86%	13%	
(FY 74)							3%	-42- 38%		
- PUPIL PERSONNEL SERVICES										
"ECE PLACEMENT SERVICES"										
"SOCIAL AND PSYCHOLOGICAL SERVICES"							5%	-59- 88%	5%	
							7%	-55- 100%	6%	

FY 75 SCHOOL SURVEY PROFILE

COUNTY

SURVEY AREA AND FACTORS	STUDENT RESPONSES TOTAL NO.- 28472 PERCENT COUNTY	STUDENT RESPONSES TOTAL NO.- 28472 COUNTY RANGE	STUDENT RESPONSES TOTAL NO.- 28472 MEDIAN	PARENT RESPONSES TOTAL NO.- 14111 PERCENT COUNTY	PARENT RESPONSES TOTAL NO.- 14111 COUNTY RANGE	PARENT RESPONSES TOTAL NO.- 14111 MEDIAN	TEACHER RESPONSES TOTAL NO.- 3090 PERCENT COUNTY	TEACHER RESPONSES TOTAL NO.- 3090 COUNTY RANGE	TEACHER RESPONSES TOTAL NO.- 3090 MEDIAN
VII. PROGRAM PLANNING, INSTRUCTIONAL LEADERSHIP, AND STAFF DEVELOPMENT (CONT'D)									
C. "WHAT WAS DONE IN YOUR SCHOOL WITH THE RESULTS OF LAST YEAR'S SURVEYS?" T-19	(NO COMPARABLE QUESTION)			(NO COMPARABLE QUESTION)			(BASED ON TOTAL RESPONSE TO EACH ALTERNATIVE)		
- "I AM NOT AWARE OF ANY USE THE RESULTS"									
FY 75							16%	0- 88%	9%
(FY 74)							49%	6- 83%	
- "SURVEY RESULTS WERE MADE AVAILABLE TO ALL STAFF"									
FY 75							15%	0- 68%	12%
(FY 74)							30%	0- 85%	
- "SURVEY RESULTS WERE MADE AVAILABLE TO ALL STAFF, AND WERE DISCUSSED IN FACULTY MEETINGS"									
FY 75							35%	0- 67%	34%
(FY 74)							34%	3- 100%	
- "SURVEY RESULTS WERE MADE AVAILABLE TO ALL STAFF, DISCUSSED IN FACULTY MEETINGS, AND SOME IMPROVEMENTS MADE AS A RESULT OF FACULTY DISCUSSIONS.									
FY 75							34%	0- 94%	33%
(FY 74)							16%	3- 62%	

FY 75 SCHOOL SURVEY PROFILE

COUNTY

SURVEY AREA AND FACTORS	STUDENT RESPONSES TOTAL NO.- 28472			PARENT RESPONSES TOTAL NO.- 14111			TEACHER RESPONSES TOTAL NO.- 3090		
	PERCENT COUNTY	COUNTY RANGE	MEDIAN	PERCENT COUNTY	COUNTY RANGE	MEDIAN	PERCENT COUNTY	COUNTY RANGE	MEDIAN
VII. PROGRAM PLANNING, INSTRUCTIONAL LEADERSHIP, AND STAFF DEVELOPMENT (CONT'D)									
D. "HAS YOUR AREA STAFF PROVIDED ON AN INDIVIDUAL AND/OR GROUP BASIS, THE FOLLOWING SERVICES IN YOUR SCHOOL?" T-16	(NO COMPARABLE QUESTION)			(NO COMPARABLE QUESTION)			(BASED UPON "YES" RESP.)		
- CURRICULUM DEVELOPMENT							80%	49- 100%	90%
- RESOURCE AND MEDIA UTILIZATION							79%	33- 100%	85%
- INSTRUCTIONAL STRATEGIES							67%	29- 100%	75%
VIII. SCHOOL ADMINISTRATION-FACULTY RELATIONSHIPS									
A. "I FEEL THAT I AM WORKING WITH, AS WELL AS FOR, MY PRINCIPAL." T-7	(NO COMPARABLE QUESTION)			(NO COMPARABLE QUESTION)			(BASED UPON A+B: "STR. AGREE" PLUS "AGREE" RESP.)		
FY 75							82%	30- 100%	88%
(FY 74)							74%	23- 100%	
(FY 73)							66%	26- 90%	
B. "I FEEL FREE TO GIVE MY OPINION ON MATTERS CONCERNING MY SCHOOL AT FACULTY MEETINGS." T-11	(NO COMPARABLE QUESTION)			(NO COMPARABLE QUESTION)			(BASED UPON A+B: "STR. AGREE" PLUS "AGREE" RESP.)		
FY 75							77%	32- 100%	81%
(FY 74)							72%	20- 100%	

FY 75 SCHOOL SURVEY PROFILE

COUNTY

SURVEY AREA AND FACTORS	STUDENT RESPONSES TOTAL NO.- 28472 PERCENT COUNTY	STUDENT RESPONSES TOTAL NO.- 28472 COUNTY RANGE	STUDENT RESPONSES TOTAL NO.- 28472 MEDIAN	PARENT RESPONSES TOTAL NO.- 14111 PERCENT COUNTY	PARENT RESPONSES TOTAL NO.- 14111 COUNTY RANGE	PARENT RESPONSES TOTAL NO.- 14111 MEDIAN	TEACHER RESPONSES TOTAL NO.- 3090 PERCENT COUNTY	TEACHER RESPONSES TOTAL NO.- 3090 COUNTY RANGE	TEACHER RESPONSES TOTAL NO.- 3090 MEDIAN
VIII. SCHOOL ADMINISTRATION-FACULTY RELATIONSHIPS (CONT'D)									
C. "THE FACULTY IN MY SCHOOL SHARE EXTRA DUTIES." T-10	(NO COMPARABLE QUESTION)			(NO COMPARABLE QUESTION)			(BASED UPON A+B: "STR. AGREE" PLUS "AGREE" RESP.)		
FY 75							82%	35- 100%	87%
(FY 74)							62%	11- 100%	
D. "I WANT TO TRANSFER TO ANOTHER SCHOOL BECAUSE I DON'T LIKE WORKING IN THIS SCHOOL." T-8	(NO COMPARABLE QUESTION)			(NO COMPARABLE QUESTION)			(BASED UPON A+B: "STR. AGREE" PLUS "AGREE" RESP.)		
FY 75							7%	0- 33%	5%
(FY 74)							14%	0- 62%	
E. "A SUBSTITUTE IS HIRED IN MY SCHOOL WHENEVER I AM ABSENT." T-15	(NO COMPARABLE QUESTION)			(NO COMPARABLE QUESTION)			(BASED UPON "YES" RESP.)		
FY 75							90%	0- 100%	92%
(FY 74)							83%	0- 100%	

FY 75 SCHOOL SURVEY PROFILE

COUNTY

SURVEY AREA AND FACTORS	STUDENT RESPONSES TOTAL NO.- 28472 PERCENT COUNTY	STUDENT RESPONSES TOTAL NO.- 28472 COUNTY RANGE	STUDENT RESPONSES TOTAL NO.- 28472 MEDIAN	PARENT RESPONSES TOTAL NO.- 14111 PERCENT COUNTY	PARENT RESPONSES TOTAL NO.- 14111 COUNTY RANGE	PARENT RESPONSES TOTAL NO.- 14111 MEDIAN	TEACHER RESPONSES TOTAL NO.- 3090 PERCENT COUNTY	TEACHER RESPONSES TOTAL NO.- 3090 COUNTY RANGE	TEACHER RESPONSES TOTAL NO.- 3090 MEDIAN
IA. COUNTY STAFF SERVICES									
A. "I FEEL THE FOLLOWING SUPPORT SERVICES ARE:"	(NO COMPARABLE QUESTION)			(NO COMPARABLE QUESTION)			(BASED UPON A+B: "EXCELLENT" PLUS "GOOD" RESP.)		
- PROVISION OF SUPPLIES T-1(A)									
FY 75							31%	3- 66%	27%
(FY 74)							34%	0- 89%	
- TEXTBOOKS T-1(B)									
FY 75							49%	14- 100%	50%
(FY 74)							37%	0- 78%	
- MAINTENANCE T-1(C)									
FY 75							49%	11- 100%	52%
(FY 74)							26%	0- 86%	
- PERSONNEL SERVICES T-1(C)									
FY 75							42%	13- 82%	41%
(FY 74)							34%	0- 89%	
- CUSTODIAL SERVICES T-3(C)									
FY 75							50%	3- 100%	53%
(FY 74)							33%	0- 100%	
- SCHOOL ADMINISTRATION SERVICES PROVIDING PROGRAM SUPPORT (E.G. LIAISON WITH AREA AND COUNTY STAFF) T-3(F)									
FY 75							48%	22- 100%	49%
(FY 74)							39%	4- 100%	

FY 75 SCHOOL SURVEY PROFILE

COUNTY

SURVEY AREA AND FACTORS	STUDENT RESPONSES TOTAL NO.- 28472			PARENT RESPONSES TOTAL NO.- 14111			TEACHER RESPONSES TOTAL NO.- 3090		
	PERCENT *COUNTY	COUNTY RANGE	MEDIAN	*PERCENT* *COUNTY	COUNTY RANGE	MEDIAN	*PERCENT* *COUNTY	COUNTY RANGE	MEDIAN
IX. COUNTY STAFF SERVICES (CONT'D)									
B. "THIS YEAR I BELEIVE THESE SERVICES ARE"	(NO COMPARABLE QUESTION)			(NO COMPARABLE QUESTION)			(BASED UPON A+B: "IMPROVING" PLUS "ABOUT THE SAME" RESP.)		
- PROVISION OF SUPPLIES T-16A)									
FY 75							71%	9- 100%*	74%
(FY 74)							73%	17- 100%*	
- TEXTBOOKS T-16B)									
FY 75							74%	55- 100%*	76%
(FY 74)							81%	27- 100%*	
- MAINTENANCE T-16C)									
FY 75							78%	49- 100%*	82%
(FY 74)							71%	17- 100%*	
- PERSONNEL SERVICES T-16C)									
FY 75							74%	40- 100%*	77%
(FY 74)							78%	8- 100%*	
- CUSTODIAL SERVICES T-3(C)									
FY 75							78%	26- 100%*	83%
(FY 74)							69%	0- 100%*	
- SCHOOL ADMINISTRATION SERVICES "PROVIDING PROGRAM SUPPORT" (E.G. LIAISON WITH AREA AND COUNTY STAFF) T-3(F)									
FY 75							80%	56- 100%*	84%
(FY 74)							75%	47- 100%*	

FY 75 SCHOOL SURVEY PROFILE

COUNTY

SURVEY AREA AND FACTORS	STUDENT RESPONSES TOTAL NO.- 28472 PERCENT COUNTY	STUDENT RESPONSES TOTAL NO.- 28472 COUNTY RANGE	STUDENT RESPONSES TOTAL NO.- 28472 MEDIAN	PARENT RESPONSES TOTAL NO.- 14111 PERCENT COUNTY	PARENT RESPONSES TOTAL NO.- 14111 COUNTY RANGE	PARENT RESPONSES TOTAL NO.- 14111 MEDIAN	TEACHER RESPONSES TOTAL NO.- 3090 PERCENT COUNTY	TEACHER RESPONSES TOTAL NO.- 3090 COUNTY RANGE	TEACHER RESPONSES TOTAL NO.- 3090 MEDIAN
IX. COUNTY STAFF SERVICES (CONT'D)									
C. A SECOND ANALYSIS OF TREND FOR THESE SIX SERVICES:	(NO COMPARABLE QUESTION)			(NO COMPARABEL QUESTION)			(THE TREND IS SHOWN BY SUBTRACTING "DECLINING" FROM "IMPROVING" RESP.)		
- PROVISION OF SUPPLIES T-1(A)									
FY 75							- 2%	-35- 52%	0%
(FY 74)							- 2%	-50- 38%	
- TEXTBOOKS T-1(B)									
FY 75							10%	-17- 52%	10%
(FY 74)							6%	-42- 55%	
- MAINTENANCE T-1(C)									
FY 75							7%	-42- 55%	9%
(FY 74)							- 8%	-58- 26%	
- PERSONNEL SERVICES T-1(D)									
FY 75							5%	-30- 67%	8%
(FY 74)							0%	-67- 36%	
- CUSTODIAL SERVICES T-3(C)									
FY 75							12%	-58- 86%	13%
(FY 74)							- 8%	-75- 67%	
- SCHOOL ADMINISTRATION SERVICES "PROVIDING PROGRAM SUPPORT" (E.G. LIAISON WITH AREA AND COUNTY STAFF) T-3(F)									
FY 75							13%	-19- 88%	16%
(FY 74)							10%	-27- 56%	

FY 75 SCHOOL SURVEY PROFILE

CCUNTY

SURVEY AREA AND FACTORS	STUDENT RESPONSES TOTAL NO.- 28472 PERCENT COUNTY	STUDENT RESPONSES TOTAL NO.- 28472 COUNTY RANGE	STUDENT RESPONSES TOTAL NO.- 28472 MEDIAN	PARENT RESPONSES TOTAL NO.- 14111 PERCENT COUNTY	PARENT RESPONSES TOTAL NO.- 14111 COUNTY RANGE	PARENT RESPONSES TOTAL NO.- 14111 MEDIAN	TEACHER RESPONSES TOTAL NO.- 3090 PERCENT COUNTY	TEACHER RESPONSES TOTAL NO.- 3090 COUNTY RANGE	TEACHER RESPONSES TOTAL NO.- 3090 MEDIAN
X. BOARD AND SUPERINTENDENT-TEACHER RELATIONSHIP									
A. "THE BOARD IS WORKING TOWARD PROVIDING QUALITY EDUCATION" T-9	(NO COMPARABLE QUESTION)			(NO COMPARABLE QUESTION)			(BASED UPON A+B: "STR. AGREE" PLUS "AGREE" RESP.)		
FY 75							44%	14- 91%	45%
(FY 74)							53%	12- 100%	
(FY 73)							38%	12- 48%	
B. "THE BOARD IS GENUINELY INTERESTED IN THE WELFARE OF THE TEACHERS." T-13	(NO COMPARABLE QUESTION)			(NO COMPARABLE QUESTION)			(BASED UPON A+B: "STR. AGREE" PLUS "AGREE" RESP.)		
FY 75							20%	0- 50%	20%
(FY 74)							23%	0- 56%	
(FY 73)							10%	C- 17%	
C. "THE SUPERINTENDENT IS WORKING ACTIVELY FOR BETTER TEACHER SALARIES AND FRINGE BENEFITS." T-12	(NO COMPARABLE QUESTION)			(NO COMPARABLE QUESTION)			(BASED UPON A+B: "STR. AGREE" PLUS "AGREE" RESP.)		
FY 75							8%	0- 36%	7%
(FY 74)							17%	0- 50%	
(FY 73)							4%	0- 9%	

A SURVEY OF PARENT OPINION 1975
PALM BEACH COUNTY SCHOOLS

The name of the school attended by the student discussed in this questionnaire is _____

Directions: Answer each of the following questions in terms of your child who attends the above named school. One form is provided for each child. Use only a soft lead pencil to darken the "bubble" which best matches your opinion. Please do not use ink pens, felt-tipped pens, or crayons. Fill in only one "bubble" on a line. As these forms will be machine scored, please do not make marks on the sheet except in the appropriate "bubble".

Example:

- January
- March
- May
- July

is the first month of the calendar year.

---

1. How important is it for your child's school to stress:

A. Very important
B. Important
C. Unimportant
D. Very unimportant
N. No opinion

A	B	C	D	N		
44	49	5	1	2	.....	Modern topics (energy crisis, pollution, etc.)
45	49	3	1	2	.....	Why things happen (study cause and effect)
48	41	7	1	2	.....	The training of students in individual talents
82	16	1	1	+	.....	The 3 "R's" (reading, writing, and arithmetic)
67	29	3	1	1	.....	The development of student self-confidence
18	53	17	6	6	.....	Sex education and family life
39	44	10	3	3	.....	Knowledge of career and vocational education
10	29	24	9	29	.....	Short courses in nine week sessions

2. What do you think about discipline standards in this school in terms of students':

A. Much too strict
B. Somewhat strict
C. About right
D. Somewhat lax
E. Much too lax

A	B	C	D	E		
2	4	59	23	13	.....	Personal appearance
2	5	56	24	14	.....	Classroom behavior
2	3	53	24	18	.....	Campus behavior

3. Does your child feel free to seek out and talk to:

A. Yes, very free
B. Free
C. Sometimes free, sometimes reluctant
D. No, reluctant
E. Very reluctant

A	B	C	D	E		
24	26	37	9	5	.....	Teachers
16	28	35	15	7	.....	Counselors
14	22	33	17	14	.....	Administrators (principals and deans)

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Please answer questions on the other side.

+ denotes less than one-half of one percent

4. Do you, as a parent, feel free to seek out and talk to:

A. Yes, very free
B. Free
C. Sometimes free, sometimes reluctant
D. No, reluctant
E. Very reluctant

A	B	C	D	E	
48	32	15	4	2	Teachers
43	34	15	4	3	Counselors
43	32	15	5	5	Administrators (principals and deans)

5. How strongly do you agree or disagree with the following statements about this school?

A. Strongly agree
B. Agree
C. Disagree
D. Strongly disagree
N. No opinion

A	B	C	D	N	
11	54	22	11	2	The school's concern with manners, dress, and appearance is about right.
17	56	17	8	3	The attitudes of most of my child's teachers promote interest in learning.
7	60	17	6	10	Competition for grades is about right.
18	56	16	7	5	Most of my child's teachers care about students and their needs.
8	63	16	9	4	Rules are reasonably enforced.
12	54	17	10	7	The school has a pleasant, relaxed atmosphere.
15	54	14	8	10	The administration does a good job.
8	52	19	9	11	The school's emphasis on scholarship and learning is about right.

6. What grade would you give this school for the way your child is being taught in the subjects listed below. Leave the space blank for each subject your child is not taking this year.

A - Excellent B - Good C - Average D - Poor F - Failing

For Elementary Students Only

A	B	C	D	F	
19	38	33	8	2	English
27	34	27	10	3	Reading
23	36	29	9	3	Arithmetic
17	35	36	9	3	Science
17	34	38	8	3	Social Studies

For Secondary Students Only

A	B	C	D	F	
17	32	35	12	4	English
14	33	39	11	4	Social Studies
17	31	33	13	6	Mathematics
17	34	35	10	4	Science
11	27	36	18	9	Reading
18	27	34	14	8	Foreign Languages
20	31	36	9	4	Art
35	28	27	7	3	Music
16	31	37	11	5	Business Education
22	35	31	8	4	Physical Education
18	31	37	9	5	Home Economics
19	32	37	9	4	Industrial Arts
27	32	30	8	5	Driver Education

7. Has racial harmony improved in this school since last year?

21	Yes, it has improved
48	It is about the same
8	No, it has deteriorated
23	No opinion

8. What grade would you give your child's school for the general quality of education he/she is getting?

A - Excellent .... 18 B - Good .... 41 C - Average .... 25 D - Poor ... 14 F - Failing ... 3

If you have any further comments or suggestions which you feel might improve the school system, please write them on a separate sheet of paper. Please indicate the name of the school.

A SURVEY OF PARENT OPINION 1975

PALM BEACH COUNTY SCHOOLS

(Interview)

The name of the school attended by the student discussed in this questionnaire is _____

Directions: Answer each of the following questions in terms of your child who attends the above named school. One form is provided for each child. Use only a soft lead pencil to darken the "bubble" which best matches your opinion. Please do not use ink pens, felt-tipped pens, or crayons. Fill in only one "bubble" on a line. As these forms will be machine scored, please do not make marks on the sheet except in the appropriate "bubble".

Example: ● January — is the first month of the calendar year.
○ March
○ May
○ July

---

1. How important is it for your child's school to stress:

A. Very important
B. Important
C. Unimportant
D. Very unimportant
N. No opinion

A	B	C	D	N	
33	53	11	1	1	Modern topics (energy crisis, pollution, etc.)
36	56	6	+	2	Why things happen (study cause and effect)
44	47	7	1	2	The training of students in individual talents
67	30	2	+	0	The 3 "R's" (reading, writing, and arithmetic)
49	47	3	+	1	The development of student self-confidence
18	47	20	7	9	Sex education and family life
27	49	14	6	5	Knowledge of career and vocational education
7	34	19	10	29	Short courses in nine week sessions

2. What do you think about discipline standards in this school in terms of students':

A. Much too strict
B. Somewhat strict
C. About right
D. Somewhat lax
E. Much too lax

A	B	C	D	E	
2	5	67	17	8	Personal appearance
1	6	69	18	7	Classroom behavior
1	6	63	21	10	Campus behavior

3. Does your child feel free to seek out and talk to:

A. Yes, very free
B. Free
C. Sometimes free, sometimes reluctant
D. No, reluctant
E. Very reluctant

A	B	C	D	E	
19	41	32	8	1	Teachers
15	38	34	10	3	Counselors
12	30	33	17	8	Administrators (principals and deans)

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Please answer questions on the other side.

+ denotes less than one-half of one percent

4. Do you, as a parent, feel free to seek out and talk to:

A. Yes, very free
B. Free
C. Sometimes free, sometimes reluctant
D. No, reluctant
E. Very reluctant

A	B	C	D	E	
40	42	17	1	1	Teachers
36	39	23	2	1	Counselors
37	34	23	4	2	Administrators (principals and deans)

5. How strongly do you agree or disagree with the following statements about this school?

A. Strongly agree
B. Agree
C. Disagree
D. Strongly disagree
N. No opinion

A	B	C	D	N	
10	65	18	5	3	The school's concern with manners, dress, and appearance is about right.
15	62	14	2	7	The attitudes of most of my child's teachers promote interest in learning.
5	67	8	2	8	Competition for grades is about right.
18	61	10	3	10	Most of my child's teachers care about students and their needs.
6	68	12	4	12	Rules are reasonably enforced.
12	60	12	5	11	The school has a pleasant, relaxed atmosphere.
14	64	9	4	10	The administration does a good job.
5	64	13	3	15	The school's emphasis on scholarship and learning is about right.

6. What grade would you give this school for the way your child is being taught in the subjects listed below. Leave the space blank for each subject your child is not taking this year.

A - Excellent B - Good C - Average D - Poor F - Failing

For Elementary Students Only

A	B	C	D	F	
13	43	36	7	0	English
22	42	30	6	1	Reading
19	42	32	5	1	Arithmetic
16	37	44	3	1	Science
12	43	42	3	1	Social Studies

For Secondary Students Only

A	B	C	D	F	
16	50	29	4	1	English
18	44	32	5	1	Social Studies
19	45	30	4	2	Mathematics
19	45	32	4	1	Science
12	56	27	4	1	Reading
14	49	32	3	1	Foreign Languages
18	46	31	3	3	Art
25	47	21	3	4	Music
26	51	12	11	0	Business Education
25	42	29	3	1	Physical Education
22	56	15	3	3	Home Economics
26	59	15	0	0	Industrial Arts
32	46	20	2	0	Driver Education

7. Has racial harmony improved in this school since last year?

31	Yes, it has improved
47	It is about the same
4	No, it has deteriorated
17	No opinion

8. What grade would you give your child's school for the general quality of education he/she is getting?

A - Excellent .... 13 B - Good .... 47 C - Average .... 34 D - Poor ... 5 F - Failing ... 1

If you have any further comments or suggestions which you feel might improve the school system, please write them on a separate sheet of paper. Please indicate the name of the school.

A SURVEY OF TEACHER OPINION 1975
PALM BEACH COUNTY SCHOOLS

School: _____

Directions: Read each item and its choices. Use only a soft lead pencil to darken the "bubble" which best matches your opinion. As these forms will be machine scored, please do not make marks on the sheet except in the appropriate "bubble". Consider each of the following items as it relates to the students in your school and/or administrative support services received by your school.

	I feel the following support services are: A - Excellent B - Good C - Adequate D - Poor F - Unsatisfactory N - Not applicable						This year I believe these services are: A - Improving B - About the same C - Declining N - No opinion			
1. COUNTY STAFF SERVICES	A	B	C	D	F	N	A	B	C	N
a. Provision of supplies (e.g. Are your requisitions "filled" in a reasonable length of time?)	7	24	33	19	13	4	14	58	16	13
b. Textbooks (e.g. Are you receiving the texts which were approved within your budget?)	19	31	25	6	5	15	16	57	7	19
c. Maintenance (e.g. Is your classroom in good repair-holes patched, broken windows replaced?)	17	33	29	12	10	1	20	59	13	9
d. Personnel Services (e.g. Is the personnel office responsive to your requests?)	12	30	35	8	6	10	13	61	8	19
2. AREA STAFF SERVICES										
a. Instructional Services (general, supervisory, and resource personnel)	9	32	36	12	8	4	19	58	11	13
b. Pupil Personnel Services										
(1) ECE Placement services	6	22	31	16	10	15	16	51	11	22
(2) Social and Psychological services	6	21	30	19	13	12	18	51	12	20
c. Inservice and Staff Development	12	33	35	9	8	3	28	51	8	13
3. SCHOOL ADMINISTRATION SERVICES (Principals, Asst. Principals, Admin. Asstts. and Deans)										
a. Handling of discipline	19	31	26	13	10	1	28	48	15	9
b. Assistance in improving instruction (e.g. designing curricula, teaching strategies, and techniques of instruction)	17	34	31	10	6	2	28	54	8	11
c. Program planning and improvement (e.g. developing long-range plans and budgeting for materials and space)	18	34	31	9	6	2	30	52	8	11
d. Custodial Services (e.g. Is your school kept neat and clean?)	20	30	28	12	9	+	27	51	14	8
e. Help in working with parents (e.g. holding conferences and assisting staff in resolving parental complaints and concerns)	25	36	29	5	2	3	28	57	4	11
f. Providing program support (e.g. liaison with area and county staff)	15	33	35	9	6	3	20	60	7	13

4. What do you think about student discipline standards in this school in terms of:

A - Much too strict B - Somewhat strict C - About right D - Somewhat lax E - Much too lax

A	B	C	D	E	
+	3	63	24	10	Personal appearance
+	3	64	24	9	Classroom behavior
+	3	53	27	18	Campus behavior

110

Please answer questions on the other side

47

+ denotes less than one-half of one percent

01

A - Strongly agree B - Agree C - Disagree D - Strongly disagree N - No opinion

	A	B	C	D	N
5. The number of students in my classes is about right for effective learning to take place.	14	43	24	15	4
6. Parents are helpful in my school	13	53	18	9	7
7. I feel that I am working with, as well as for, my principal.	41	41	9	7	2
8. I want to transfer to another school because I don't like working in this school.	3	4	28	56	9
9. The Board is working toward providing quality education.	3	41	27	21	8
10. The faculty in my school share extra duties.	22	60	11	5	2
11. I feel free to give my opinion on matters concerning my school at faculty meetings.	27	50	12	7	4
12. The Superintendent is working actively for better teacher salaries and fringe benefits.	1	7	21	62	9
13. The Board is genuinely interested in the welfare of the teachers.	1	19	32	38	10
14. The school board rated discipline/human relations as the No. 1 priority for '74-'75. I feel my school is treating this as the No. 1 priority.	18	46	20	10	8

	Yes	No
15. A substitute is hired in my school whenever I am absent.	90	10
16. Has your area staff provided on an individual and/or group basis, the following services in your school?		
Curriculum Development	80	20
Resource and Media Utilization	80	20
Instructional Strategies	67	34

17. Since August, 1974, I have spent the following amount of my personal money for needed instructional materials not available through any other source:

Less than $ 5	27	$ 26 to $ 40	16
$ 6 to $ 25	39	$ 41 or more	19

18. I teach (check one)

primary grades	28	junior high	11
intermediate grades	22	high school	30
middle school	10		

19. What was done in your school with the results of last year's surveys? Choose one.

I am not aware of any use of the results.	16
Survey results were made available to all staff.	15
Survey results were made available to all staff, and were discussed in faculty meetings.	35
Survey results were made available to all staff, discussed in faculty meetings, and some improvements made as a result of faculty discussions.	34

20. Has racial harmony improved in this school since last year?

Yes, it has improved	35
It is about the same	48
No, it has deteriorated	5
No opinion	12

21. How strongly do you agree or disagree with the following statements about your school?

A - Strongly agree B - Agree C - Disagree D - Strongly disagree N - No opinion

A	B	C	D	N	
14	52	21	11	2	The school's concern with manners, dress, and appearance is about right.
24	62	9	3	2	The attitudes of most teachers in this school promote interest in learning.
13	60	16	9	1	Rules are reasonably enforced.
31	60	5	2	2	Most teachers in this school care about students and their needs.
9	60	17	6	8	Competition for grades is about right.
22	54	15	7	3	The school has a pleasant, relaxed atmosphere.
29	49	12	7	4	The administration does a good job.
16	58	16	6	4	The school's emphasis on scholarship and learning is about right.

22. Grade your school on the job it is doing as it relates to the students today.

A - Excellent . . . 35 B - Good . . . . 42 C - Average . . . 18 D - Poor . . . . 4 F - Failing . . . 1

On a separate sheet of paper, please write any suggestions that you feel might improve the school system. Please indicate the name of the school.

111

SOUTH GRADE ELEMENTARY SCHOOL

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

SELF-STUDY

1973-1974

BEST COPY AVAILABLE

Lake Worth, Florida

FACULTY AND STAFF

Principal	Carmen Archetti
Primary	
Kindergarten	Sarah Balfour
First and Second Grades	Michele Breuer Ruby McQueen
Second and Third Grades	Susan Davies Ovida Denson
Third Grade	Gertrude Kals
Intermediate	
Team A	
Language Arts	Mary Moody
Social Studies	Margaret Fleigner
Science and Mathematics	Janet Marcum
Team B	
Language Arts	Margaret Brockmiller
Social Studies	Betty Pickens
Science and Mathematics	Mae Ross
Physical Education	Catharine Gordon
Exceptional Child Education	Sally Morgan
Media Specialist	Jennifer Manikas

Part-time Professional Support Personnel

Speech Therapist	Elvin Greene
Strings Specialist	Esther Carpenter

Non-instructional Personnel

Kindergarten Aide	Joan McDonald
Primary Aide	Susan Wellner
Intermediate Aides	Susan Jones Anne McCartney
Bilingual Aide	Aleida Perez
Secretary	Martha Goetz
Custodial Staff	Gene Wacaster William Charest

Each member of the faculty chaired a committee in the preparation of the self-study document. The entire faculty contributed to the work of each committee. The document was submitted in its final form for faculty review and approval.

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COMMUNITY

Although South Grade Elementary School is located in Lake Worth, it serves two communities - Lake Worth and Boynton Beach.

Lake Worth is located in the south-central section of eastern Palm Beach County. According to the 1970 census, Lake Worth has a population of 23,714. The population is composed of a large percentage of retirees.

Boynton Beach is located in the southern section of eastern Palm Beach County and approximately eight miles south of Lake Worth. According to the 1970 census, Boynton Beach has a population of 18,115. The part of Boynton Beach that our school serves is a four-block section in the black community.

Both communities have a public library with a summer reading program for children. Each community has an active recreation department with public pools to serve the youth. Both communities have city parks and playground areas in addition to the public beaches. There are many churches of various denominations. A Boy Scout troop is also available in each community. Both communities have civic organizations such as Kiwanis Clubs, Lions Clubs, etc. which have programs to benefit public school children. Each community has an elected mayor and city council members with city police and fire departments to aid the public schools when needed.

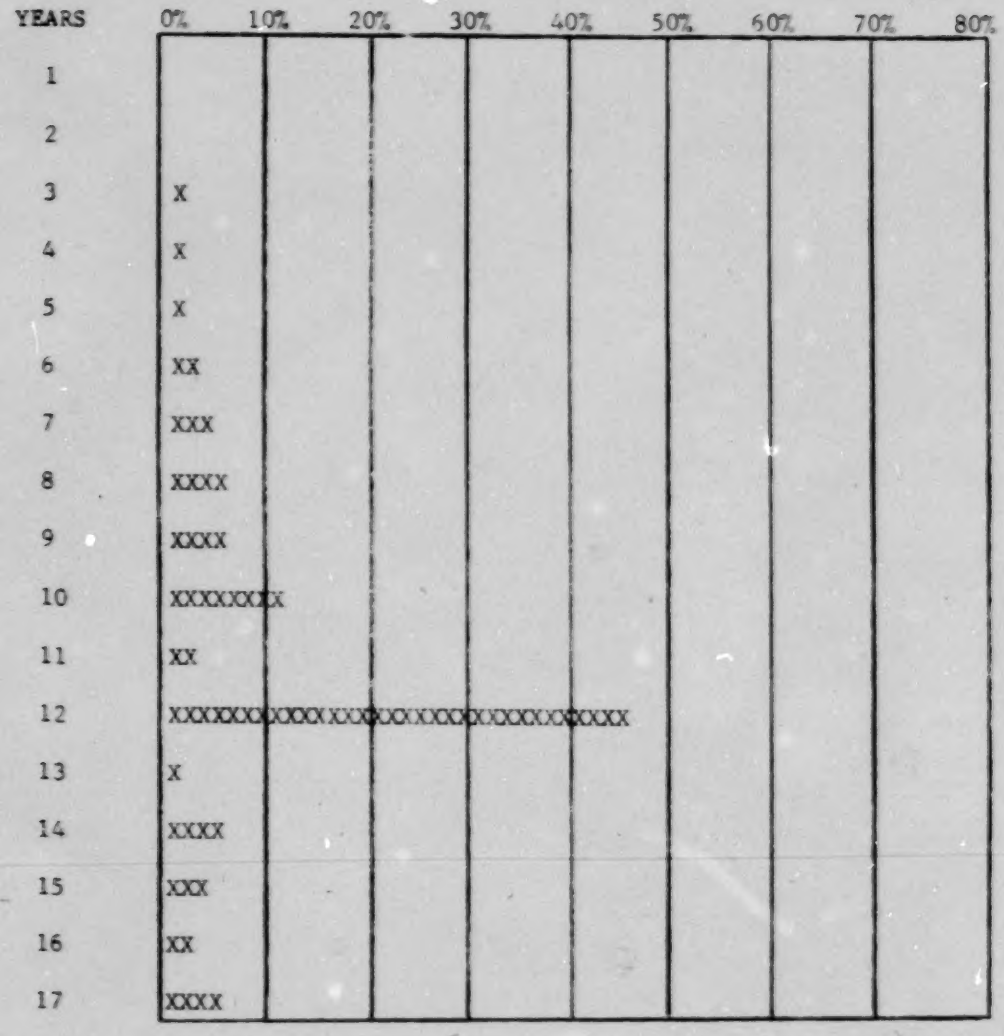
RESULTS OF COMMUNITY SURVEY

The majority of the parents of South Grade School returning the survey instrument are high school graduates. More mothers than fathers graduated from high school and have a greater total years in school. However, even though more mothers completed high school, almost twice as many fathers reported attendance at a trade school.

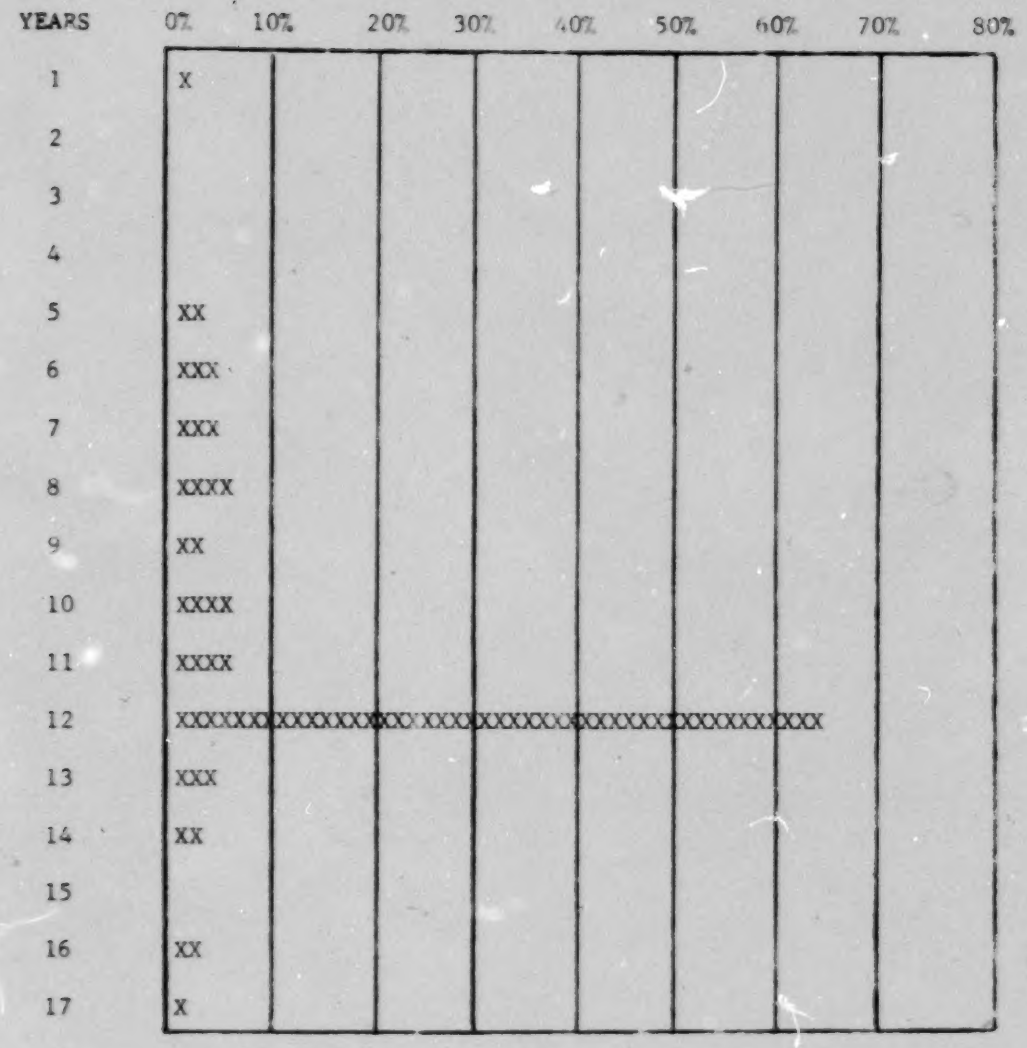
A total of twenty-one mothers reported attending college for some time and seven reported finishing at least four years. Twenty-one fathers report attending college and six reported as having completed more than four years.

The educational aspirations for the children of the school vary from those who are undecided (13.22%) to those who would like for their children to have more than four years of college (17.35%). The predominant response was that the parents wish their children to complete four years of college (38.01%). This reflects a concern for the educational attainment of the children and the desires for the children to have the opportunity for higher education.

YEARS OF SCHOOLING COMPLETED BY FATHERS

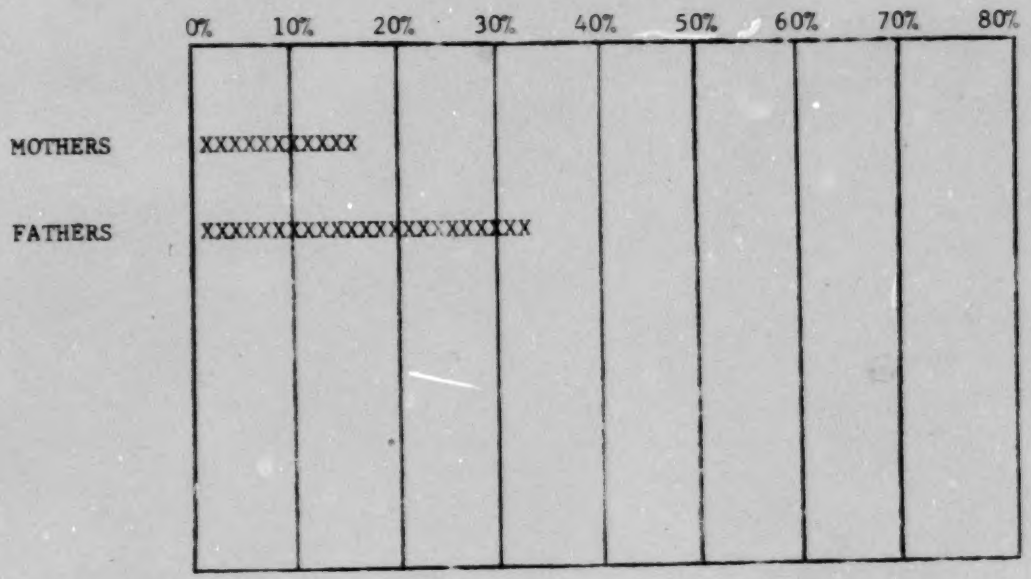

YEARS
0%
10%
20%
30%
40%
50%
60%
70%
80%
1
2
3 X
4 X
5 X
6 XX
7 XXX
8 XXXX
9 XXXX
10 XXXXXXXX
11 XX
12 XXXXXXX

YEARS OF SCHOOLING COMPLETED BY MOTHERS



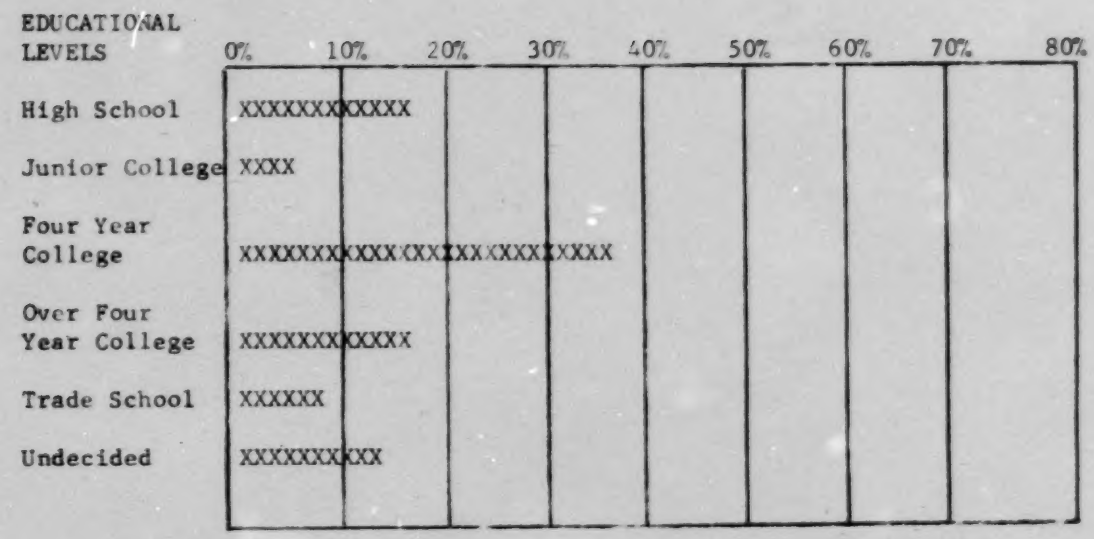
Legend: "X's" stand for length of bar.

PARENTS REPORTING ATTENDANCE AT TRADE SCHOOLS



Legend: "X's" stand for length of bar

EDUCATIONAL ASPIRATIONS FOR CHILDREN BY PARENTS



Legend: "X's" stand for length of bar.

CHILDREN

Health and Cleanliness

Careless personal hygiene is a direct cause of a number of student health problems. Undesirable home environment, nutritional deficiencies, little development of good personal hygiene and health habits contribute to health problems existing in certain instances.

There is a need on our part as educators to supplement the teaching of desirable habits and values when the home environment seems inadequate.

A nurse from the Palm Beach County Health Department visits the school once a week for 2½ hours. The caseworker will visit a home in any case of irregular attendance.

Manners and Language Usage

Language usage and manners directly mirror the home environment. We have an obligation to instill appropriate social habits and speaking patterns when children lack these skills.

A speech teacher comes one day a week to work with approximately 30 children who need special help.

AGE GRADE DISIRIBUTION OF CHILDREN
AT SOUTH GRADE ELEMENTARY SCHOOL

Age/Grade	4	5	6	7	8	9	10	11	12	13	14	15	over 16
Kindergarten	7	27											
First		9	30	4									
Second			4	35	2								
Third				7	32	4							
Fourth					6	40	12	1					
Fifth						4	37	9	2				
Sixth							1	41	7	2			
Total	7	36	34	46	40	48	50	51	9	2		324 Students	

These figures are based upon enrollment at the end of the second month.

This report indicates few overage or underage students in any particular grade level.

CHILDREN

One hundred fifteen students in the 4th, 5th and 6th grades were randomly selected to complete a survey on educational ambitions, attitudes, and interests.

The following charts contain the results.

Educational Ambitions		College	
	Yes - 71%		No - 31%
Trade School	Yes - 28%		
Attitudes Toward School	Enthusiastic 37%		Good 40%
	Indifferent 16%		Negative 9%

STUDENT INTERESTS

Arts

Ceramics	44%
Clay Modeling	48%
Collage	28%
Crayon Coloring	28%
Finger Painting	45%
Paper Mache	37%
Pasting	16%
Painting	65%

Music

Drums	58%
Flute	12%
Guitar	54%
Piano	31%
Singing	38%

Hobbies

Checkers	34%
Modeling-making	45%
Playing records	56%
Puzzles	26%
Reading	36%
Science experiments	42%

Outdoor Activities

Beach	86%
Bicycle Riding	76%
Fishing	63%
Picnics	62%

Clubs

Boy Scouts	31%
Brownies	16%
Church	39%
Cub Scouts	23%
Girl Scouts	33%

Sports

Archery	28%
Badminton	26%
Baseball, softball	71%
Basketball	48%
Bowling	63%
Football	61%
Soccer	38%
Tennis	62%
Volleyball	49%
Weight lifting	31%

PURPOSES

What Is Desirable: A Statement of Beliefs

We believe that learning is cumulative and that it is important to structure the school program toward the development of values common to all in a democratic society and to develop skills in the instructional areas that will enable all students to make maximum use of their educational opportunities in order to function effectively as individuals. Educational opportunities should include the processes involved in rational thinking, building concepts, seeing relationships, generalizing, making applications, arriving at independent judgments and problem solving.

We further believe that it is important to promote good health practices that will enable each student to grow physically and mentally. It is also our belief that the school and the home must work together toward an understanding of the child, and that each must support the other in providing for emotional and moral growth and development.

How the Faculty Worked

Committees met and wrote tentative statements of beliefs as they related to the school's purposes. These were then introduced to the faculty for careful evaluation and approval. Questionnaires were sent home for parental response. The refined statement of beliefs was then arrived at through the cooperative interaction of the faculty.

Plans for Keeping Purposes Current

Periodic studies of the statement of beliefs by the faculty are scheduled in order to keep the purposes pertinent and up to date.

KNOWLEDGE OF CHILDREN

What is Desirable

The school should know and understand each individual student it serves. It should be aware of the student's educational and emotional needs and how they can be most completely filled. We are of the opinion that the educational and emotional needs consist of understanding the child, and his home environment, his motivational drives, interests, health status, and mental abilities. All the aspects of a child's personality make-up must be carefully assessed so that the desirable qualities may be further developed and emphasized.

Present Program

The following records are utilized to develop the most desirable educational atmosphere attainable for a particular student: cumulative folders, academic and social progress, health history, psychological evaluations and sociometric devises.

Types of testing include: achievement, mental maturity, psychological, vision and hearing.

Conferences must be held between many different people who have contact with the child. Among those consulted are parents, psychological personnel and the principal. These meetings enable the teacher to implement a program desirable for each child.

Strengths and Needed Improvements

A. Strengths

1. Testing for all children for proper grouping and individualizing
2. Information acquired by staffing
3. Exceptional child education program
4. Media specialist assisting teachers in acquiring supplementary material for their program
5. Parent-teacher conferences to derive a fuller knowledge of students
6. Bilingual teacher aiding Spanish speaking students

B. Needed Improvements

1. Guidance counselor for total school program

Knowledge of Children

2. Curriculum assistant to assist in planning for instructional needs of students

3. Reading teacher for all children in the school

4. Additional time for parent-teacher conferences

5. Additional emphasis on the child's interests. This will provide an easy access to means of motivating a child in his scholastic achievements.

Current Efforts for Improvement

1. A minimum of two in-school conferences with parent and teacher is being planned for the current school year

2. Home visits are encouraged

Plans for Continued Improvement

1. School Advisory Committee studying various plans for more effective communication and documentation

Here's Hairy Harold to say:

Language Arts

By Johanna Sutyn

ENGLISH LANGUAGE ARTS

LISTENING

What is Desirable

Listening is considered as a major aspect of the total Language Arts program. A desirable listening program is one which helps students understand, discriminate, and evaluate language. Listening skills should be taught consistently in the class day by day, integrated into every subject. Listening should be developed by an awareness of the skill itself, as well as the listening courtesies necessary in social development.

Present Program

Television programs help provide many opportunities to reinforce listening skills. T. V. programs offer instruction in academic subjects of all areas.

Tape recordings - instructional, teacher made and student made - are used in all areas of academic subjects to serve as a stimulating tool in the development of listening.

Stories read aloud by teachers, teacher aides and students provide an enjoyable reinforcement as well as strengthening listening skills.

Games serve as reinforcers for good listeners. Game directions are read aloud to enable students to carry out rules.

Oral directions are given by the teacher to provide students opportunities to enrich their listening skills.

Announcements over the school intercom system give students another opportunity to strengthen their listening skills.

Strengths

1. Classroom teachers integrate listening skills into all subjects.
2. Teachers integrate skills with use of equipment from media center.
3. Public address system and announcements

Improvements Needed

1. More structured plans for the teaching of listening skills and how to listen educationally

English Language Arts

Listening

2. More centralized media center with special lab units for language arts

Current Efforts for Improvement

Improvements include the use of more student directed listening motivators such as more student oral activities (reports, role playing, class plays, school plays) and more musical programs (vocal and instrumental). More use of hardware available to us from the media center as well as the South County office.

Plans for Continued Improvement

1. Plan to develop more effective evaluative techniques for the listening program

ORAL LANGUAGE DEVELOPMENT

What is Desirable

Since ninety to ninety-five percent of all language activities of the typical adult is a combination of speaking and listening, the elementary school realizes and accepts its responsibility for the development of oral language facility. The stress is on spontaneity of expression but with sufficient attention to factors which make for effective language usage.

Oral language development is not confined to special language periods, rather, it is integrated throughout the day in the teaching program.

Though primarily concerned with spontaneity of expression, the elementary school is also concerned about usage, diction, organization, vocabulary, and social courtesies. A specialist in speech correction is desirable on the staff to assist children who have speech defects.

Present Program

Oral language development is an integral part of everyday activities. Games and oral reporting, sharing time, human development circles, tape recorder activities, role playing and choral speaking are ways in which we develop student's oral language ability. More formally, we use the Telezonia Kit made available by Southern Bell and programs and bulletins put out by the County ITV. We also have the services of a speech therapist one day a week and a bilingual aide who works with Spanish speaking children.

Strengths

1. Speech therapist one day a week
2. Fulltime bilingual aide
3. Human Development Program
4. Telezonia Kit which encourages correct and courteous use of the telephone
5. Oral reporting and show and tell
6. Oral intepretation of literature through choral reading, puppets and deamatizations
7. Peabody Kit and Ginn Kit

Oral Language Development

8. Speech bulletins and programs provided by County

Needed Improvements

1. Fulltime speech teacher

2. Sufficient plant facilities to house speech teacher

3. More opportunities for speaking in front of large groups

4. More continuity in program

Current Efforts for Improvements

1. Fulltime bilingual aide has been provided

2. More choral reading being used by individual teachers

3. Departmental meetings to improve coordination of the program

4. As a result of self-study, teachers are exploring and implementing varying techniques of oral language usage.

Plans for Continued Improvement

1. A request should be made to the county office for additional time of speech therapist

2. A request should be made to the county office for additional plan facilities for both speech therapist and bilingual aide

3. Continuing efforts to improve the oral language program

READING

What is Desirable

Children enter school with a desire to learn to read. Unfortunately, as Herbert Kohl states in Reading, How To "most people who fail to learn to read in our society are victims of a fiercely competitive system of training that requires failure."

We believe children must learn to read in order to stay abreast of our fast changing society.

The teaching strategies used will promote a desirable atmosphere for each student to reach his maximum reading ability in order that reading will be a continuous and ever evolving part of his life.

Present Program

The reading program at South Grade Elementary School varies with each level. Within our current reading program we have a variety of materials being used including basal developmental materials, individualized materials, library books and decoding programs. An integral part of our reading program is the audio visual aids and materials.

Classes are hetrogeneous in nature. Our faculty provides high interest materials and a wide choice of activities which allow children to pace themselves and help concentrate on the strengths of each child. A combination of small groups and an individual approach is found throughout our school.

Strengths

1. High interest and individualized materials
2. Media center resources
3. Numerous reading programs including McGraw-Hill Programmed reading in grade one and Holt Basic Reading Program on intermediate level
4. Up to date records on each child's reading achievement
5. Teacher aides working with some classes in reading

Reading

Needed Improvements

1. More correlation of reading program on primary and intermediate levels
2. Special reading teachers
3. Additional reading aides
4. More real-life situations to show reading as an on-going skill
5. Materials skill bank needed
6. Small class loads

Current Efforts for Improvement

1. Effort being made to provide new ideas, techniques, textbooks and materials
2. Phonics skills bank being assembled
3. McGraw-Hill being budgeted for grade 2 next year

Plans for Continued Improvement

1. McGraw-Hill planned for grade 3 (1975-76)
2. Investigating various structured phonics programs to complement intermediate individualized program
3. Investigate possibility of McGraw-Hill and ten vocabulary booster programs
4. More effective means to evaluate current reading program.

WRITTEN EXPRESSION

What is Desirable

The instructional staff of South Grade Elementary School believes that to attain a successful program of written expression, we should provide opportunities for every student to learn to express himself clearly, concisely, accurately and creatively.

We believe the goal of written expression to include the following: Each student should express himself using good habits acquired in handwriting experiences, have the desire to use handwriting skills, and develop reasonable speed and legibility in handwriting. Each student should also know the importance of correct spelling and usage in everyday writing. He or she should be able to apply correct writing and spelling to a variety of written tasks such as book reports, themes, rhymes, poetry, short stories, picture stories, and booklets on school activities - all of which use spelling-list words in sentences.

Present Program

The Zaner-Bloser and Noble and Noble teaching programs are followed in teaching of manuscript and cursive writing. These programs are presented by the teacher through the use of chalkboard, filmstrips, and overhead projector. Neat and correct writing is emphasized by the teachers in all areas of the school program.

Sources of spelling words are: The Dolch 200 and 1000 word lists, SRA Spelling Lab, words encountered in content areas, and words learned from students' efforts in creative writing.

Many texts - along with commercial and teacher-prepared materials - are available for classroom use to teach correct sentence structure, punctuation, and capitalization in grades three to six, and parts of speech in the upper grades.

Strengths

1. There are many materials available, commercial and teacher-prepared, for the enrichment of this program.

2. Written expression is correlated with all areas of the curriculum.

Needed Improvements

1. A more individualized spelling program

Written Expression

2. Helping students to realize the need for correct writing and spelling

3. Helping students evaluate their own work

Current Efforts for Improvement

1. Encourage more book reports

2. Start a file of short paragraph stories - students write the main ideas

3. Start a file of the topics to be used in the classroom

Plans for Continued Improvement

1. Work with other teachers to help in developing ideas for use in the classroom

2. Encourage participation in community activities and develop more school activities for student participation as well as community and county, such as county-wide spelling and essay competition

3. Encourage participation in poster making as a school and community activity to promote creativity

LITERATURE

What is Desirable

We believe that it is the responsibility of the school to stimulate interest and to provide opportunities for reading a variety of literary works. Our purpose in teaching literature is to open the world of books to students (besides developing their reading skills).

We firmly believe that the printed word will also teach such values as loyalty to democratic ideals and processes; appreciation and desire for the best in our culture; a willingness to accept and help to effect desirable changes.

Present Program

South Grade Elementary School has a well stocked, nicely furnished, air-conditioned library - a pleasant place for reading.

A full time media specialist assists students and teachers in making literary selections. The media specialist also offers a "story time" to primary grades. Audio-visual versions of literary works are available in the library and can be taken to the classroom by teachers and pupils.

Classroom libraries offer a wide selection of reading material. Specific texts are used in the study of literature on each grade level.

Strengths

1. Classroom libraries containing various literary selections are in use by the children.
2. The textbooks in Language Arts stimulate interest in our literary heritage.
3. Story time is enjoyed by primary grades.
4. Media specialist is always willing to assist.
5. Audio-visual presentations are used by teachers to help stimulate children's interest in literature.

Needed Improvements

1. More books are needed in the classroom libraries.

Literature

2. Greater use of artwork, puppetry, choral reading, and dramatization should be encouraged.

3. More workshops by resource people to inform the staff of new ideas and approaches to teaching literature in our school

Current Efforts for Improvement

1. The number of books in the school library and in classrooms is being increased.

2. The staff is expanding techniques to help children develop an interest in literature.

3. Audio-visuals are being used more extensively.

4. More art work is being related to literary selections.

5. More time and use of books in the library are being given to primary levels so that the students' interest can develop as early as possible.

Plans for Continued Improvement

1. Provisions should be made for long range improvement of the school's media center and classroom libraries through purchase of additional books and audio-visual materials.

2. Teachers should endeavor to plan more time to enjoy literature with their students.

3. Workshops should be conducted by resource people to encourage staff in new approaches to supplementing the teaching of literature.

Social Studies

SOCIAL STUDIES

What is Desirable

In times when the world changed little or not at all, most of what the young needed to know was already known by the elders. But this is not such a time. Most of the knowledge we need to cope with our problems, we do not yet possess.

We believe that if students and teachers are able to overcome their resistance to change and accept methods of inquiry, a new spirit emerges. Participation and involvement in the learning process become exciting and stimulating for both teacher and student in the social studies program.

We believe that methods of instruction used should be suitable to equip the child with the proper skills to use resource materials and reference books to seek any information he needs or desires.

Present Program

The instructional program includes utilization of the strategies handbook in social studies, which the county staff published in 1971. There are seven units of study in this handbook which are used at all levels. The emphasis is upon values and broad understandings rather than minute details. The instructional program also includes use of multiple state-adopted texts and audio-visual materials from both the county and the school media centers. The media specialist works closely with teachers in locating materials for units of work. Emphasis is placed on holidays and special projects are often planned. The teachers are diligent, work hard and often spend their own money to provide special materials for the children.

Strengths

1. Many materials are used to supplement basic texts.
2. Audio-visual materials are available at all levels.
3. Programs are available through ITV.
4. School media specialist is helpful in locating needed materials.
5. The instructional program provides for individual differences on all levels.

Social Studies

6. Field trips are used as learning experiences by some te

7. Art is correlated with the social studies program.

Needed Improvements

1. Additional material should be provided to supplement ba

2. Some classrooms need blackout curtains installed or re

3. Need to provide more field trips which correlate with u
study.

4. Transportation for field trips should be provided by t

5. Music should be more widely used in correlation with t
studies program.

6. There should be greater utilization of community reso
county resource personnel.

7. The social studies program needs to be on a continuum
concepts are presented before the end of the sixth le

Current Efforts for Improvement

1. Additional materials are being ordered to supplement t
texts.

2. Teachers are being allowed to use budget money for bu
trips.

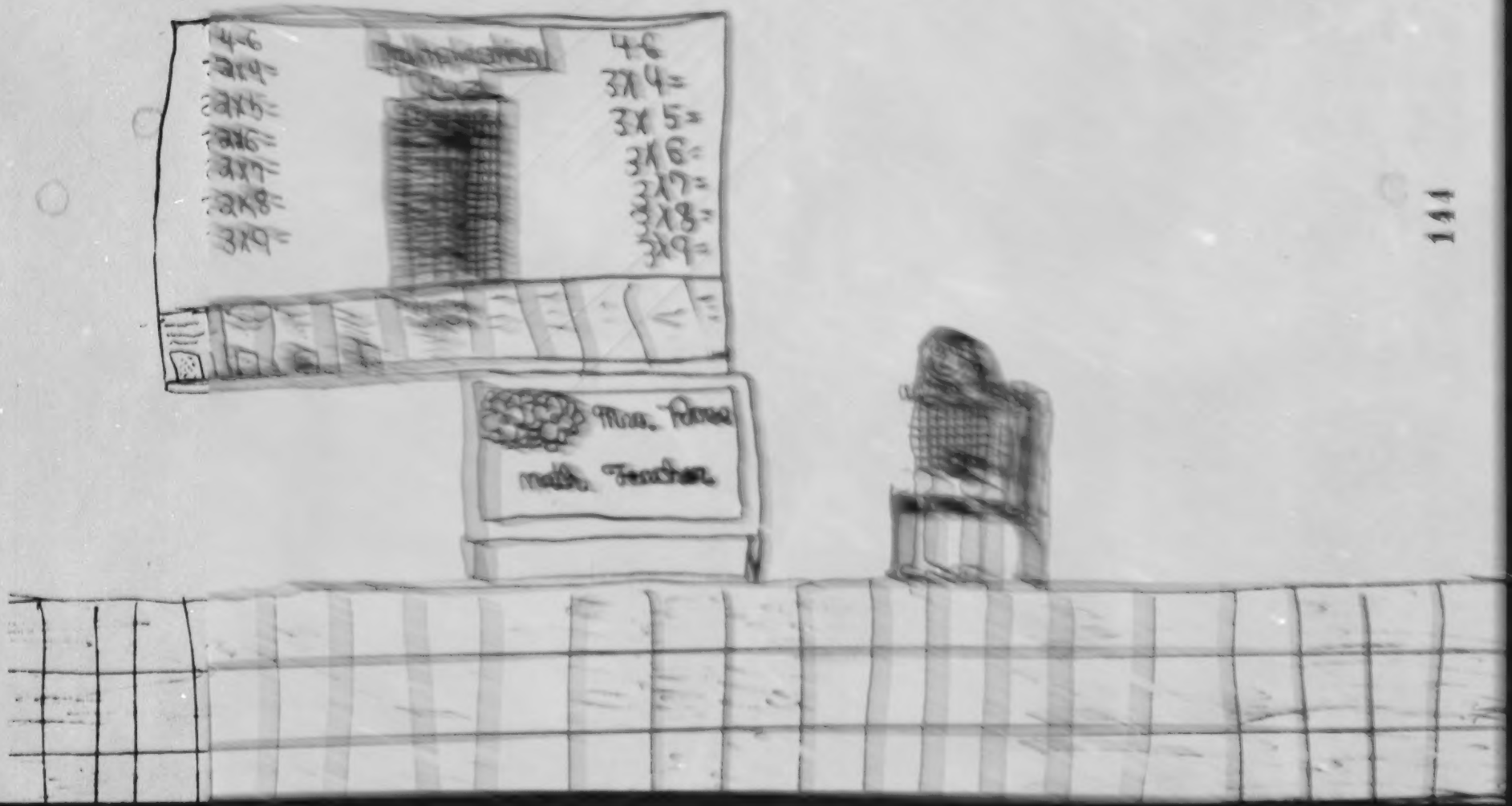
3. County resource personnel are being used more by teac

Plans for Continued Improvement

1. We will continue to express our desire for a special t

By. Ronald Lamp.

Mathematics



MATHEMATICS

What is Desirable

To provide the motivation for a child to study any form of mathematics is to tie in learning with the child's own experience.

Our program should be designed to induce the child to measure, think quantitatively, and acquire the necessary basic skills. Emphasis in the computational skills at the elementary level should be on accuracy rather than on speed. Wherever possible, the skills should find immediate application. The basic concepts should be available to any pupil who can grasp them.

The best way to implement these aims is through totally individualized instruction, in which each child's needs are specifically identified and fulfilled. All this should be done in a non-competitive, non-threatening atmosphere, free from thought of failure.

Only by being successful most of the time, can a child develop a positive self-concept, mathematical literacy and competence.

All possible manipulative aides should be used, and the method should be one of tightly guided discovery. The think-tank spark of small groups should be exploited in discovery situations.

Present Program

Our curriculum in mathematics in primary grades pre-day 1 pupils positive reinforcement to help them become effective problem solvers for solutions. Our pupils work with cuisinaire rods, abacuses, pegboards, blocks, bottle caps, dice, dominoes, playing cards, sliding rules, games, puzzles, tangrams, clocks, foot rules, metric rules, liquid measures, play money, adding machines, etc.

These materials are supplemented by re-inforcing teaching aids including System 80 programs, tape recordings, flash cards, overhead projector visuals, films and records.

Mathematics

The foundation is laid in kindergarten with counting to ten, with fingers, blocks, fingerplay and songs.

The teacher prepares material, provides instruction, assigns learning tasks, and tests for mastery of each skill. Occasional grouping is done when presenting concepts. Children also work in small groups for fact drills and for practical application of skills, as in playing store, measuring (linear, solid, liquid) games.

We also use arithmetical skills and concepts in content areas, such as science (timing, weighing), social studies (population, economics, geographical distance, elevation).

In the intermediate grades, pupils are encouraged to take more responsibility for their own progress through competion of prescriptive contracts tailored to each pupil's needs. Continuous evaluation is an integral part of this program.

In these grades multiple texts and math kits are used extensively. They are supplemented by a wealth of audio-visual aids such as films, film strips, overhead projector visuals, games and records.

Strengths

1. The county diagnostic test and its skills hierarchy provide the framework for a highly structured math program, which includes a comprehensive evaluative system. Further evaluation is provided through annual administration of the Stanford Achievement Test. (Incidently, the results of last year's testing indicates that our program is very effective in the grades in which it was then used.)

Mathematics

1. We have made great progress toward total individualization at all levels.

2. We use a wide variety of teaching techniques, multi-sensory aides, and manipulative materials.

3. The use of multiple state-adopted texts gives the teacher a wide choice of instructional approaches.

4. The program is one in which every student can be successful.

Needed Improvements

1. We need a person whose job it would be to stay in touch with current thinking, techniques, and materials to keep our faculty informed about them.

2. We need more and better manipulative materials; additional audio-visual hard and soft ware; and space in which to house and use them.

3. We need to provide more opportunity for practical application of math skills and concepts in the experiences of daily living.

4. We need additional instructional aides to provide each pupil with sufficient personal instruction and encouragement.

Current Efforts for Improvement

1. The self-study has enabled the teachers to crystallize their thinking on the present program and the specific short and long range improvements needed.

2. We have laid the groundwork for budget planning to acquire more hard and soft ware for all grades.

3. Teachers in joint session will develop ways for providing more opportunities for practical application of math skills and concepts.

4. The staff development program will give teachers the opportunity to observe exemplary programs in other schools.

5. We shall put more emphasis on sharing materials among teachers of the same and of different levels.

6. Teachers are preparing materials to facilitate management of the individualized program.

Mathematics

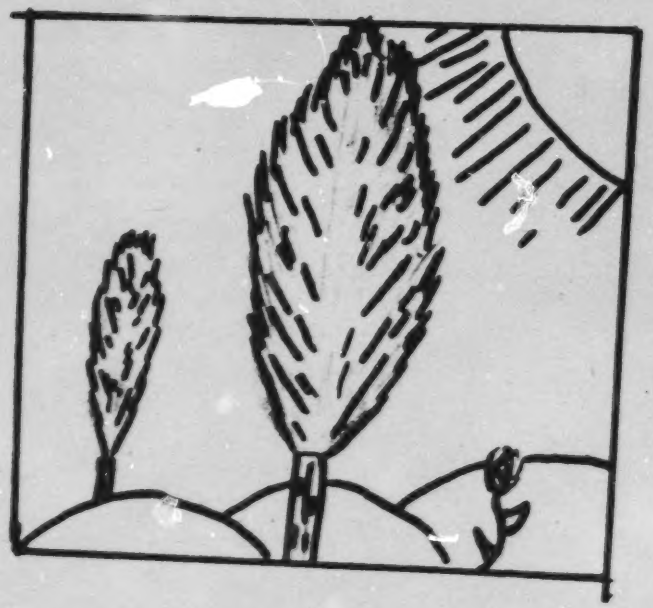
Plans for Continued Improvement

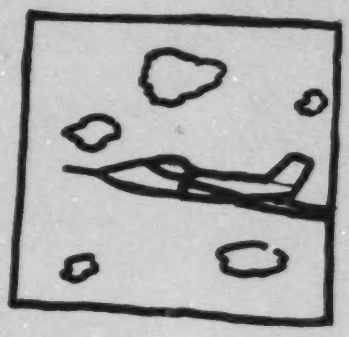
1. We are working on a plan that will let us evaluate the progress made during one school year - not just pupil by pupil but by grade and subgroup in each grade.

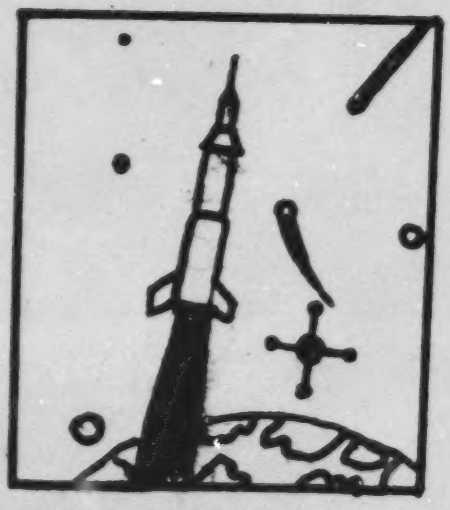
2. We are continuing our efforts to obtain funds to employ a curriculum assistant and additional instructional aides.

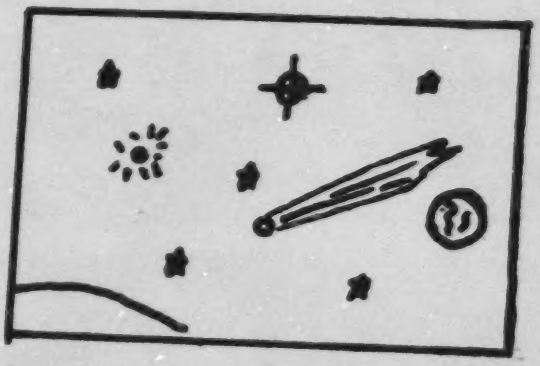
3. If the appointment of a curriculum person cannot be arranged, a committee of teachers will study, evaluate, and recommend new materials as they become available.

SCIENCE









Grade 3 Mark Pinson

SCIENCE

What is Desirable

Our faculty believes that our school science program should be an integral part of the educational program - a lively, day by day segment of the teaching sequence.

Our program should encourage pupils to explore the world of science, and awaken in them a sense of joy and excitement as problem-solving leads to discovery and knowledge.

The teaching strategies used will promote learning in the way the scientist himself acquires knowledge - through observation, inquiry, hypothesizing, investigating, experimenting, inferring, and concluding. Pupils will be given the needed freedom for exploration and questioning.

We want our program to be heavily activity centered, for the child learns science by becoming actively involved in the scientific processes. Provision of necessary equipment and materials is essential to an activity-centered science program.

Evaluation must be a continuing process in our program. It is desirable that informal and formal evaluations be built into the program.

Present Program

Our present program uses the inquiry-oriented approach to teaching science. That is, rather than teaching science only as acquisition of facts, teachers also set the stage for pupils to explore and question their physical and biological world.

Our pupils are actively involved in the study of science. Activities afford opportunities to question, postulate answers, and experiment to make discoveries.

Because our teachers are aware that provisions for individual differences in children determine the success of pupils in their study of science, our science activities provide for pupil variability.

In our intermediate department, pupils spend approximately 3½ hours per week involved in the science process. In our primary department, pupils spend approximately 90 minutes per week participating in science activities.

Inquiry-oriented textbooks are available at each level. Also, much use is made of the excellent reference materials provided by our school

media center.

For our science activities, the media center provides us with equipment such as projectors, film strip viewers, and television (for viewing instructional science programs). It provides us with materials such as filmstrips, transparencies, charts, and models. (Through the media center, more of the same types of materials are ordered from the county media center along with 16MM films.) The media center also houses a complete AAAS (K-6) program.

Strengths

1. Interest of pupils in activity-centered program
2. Provisions for meeting individual needs
3. Adequate time spent in the study of science
4. Multiple texts
5. Variety of media

Needed Improvements

1. A more suitable, easily assessible area, other than the media center, for the storage of the AAAS Science Kits
2. Replenishment of consumable materials in AAAS Science Kits
3. Specific areas of each classroom where science is taught to be furnished with flat work surfaces and a sink
4. Additional microscopes, bunsen burners, and individual study carrels

Current Efforts for Improvement

1. In our intermediate department, we are providing more time for the study of science and placing more emphasis on experimentation and active pupil involvement.
2. Current budget planning includes the ordering of additional textbooks, flat-top tables, etc.

Plans for Continued Improvement

1. We shall plan a curriculum whereby patterns of everyday living and the needs of the community have special emphasis.

Science

2. We shall plan more field trips whereby science learnings can be visualized.

3. We shall acquire and use more audio-visual aids.

4. Pupils will create more science bulletin boards and models. They will make and use collections.

5. More problem solving experiences and experimental activities will be provided.

PHYSICAL EDUCATION

PHYSICAL EDUCATION

What is Desirable

The Physical Education program should provide for the development of each student as a self-directed, self-reliant, decision-making individual who is capable of functioning in our adult society as a physically fit, mentally alert, emotionally stable, and socially acceptable person.

The program should provide each pupil - at his or her level of maturity and skill - the opportunity to participate in a wide variety of activities. The environment should be such that each student can develop - to the full extent of his capability - muscular coordination, physical fitness, mental health, emotional control and social skills.

The program should stress peer group interaction to foster social skills and positive attitudes.

The Physical Education curriculum should encourage an interest and desire for a lifetime participation in recreational activities for the maintenance of physical fitness and the relief of mental and physical stress in our society.

Present Program

A Physical Education specialist is a member of our faculty. In kindergarten and first grade, daily physical education classes are conducted by the classroom teachers according to an activity plan prepared by the specialist. (First grade pupils are also given a diagnostic perceptual test.)

Second grade pupils have classes twice a week with the physical education teacher. Third through sixth grade pupils receive daily 30-minute periods of instruction.

Specific skill development is highly individualized. Jogging is encouraged. Physical fitness tests are included in the program.

Approximately one acre of land is available for physical education, and so is equipment for indoor and outdoor activities.

Strengths

1. A Physical Education specialist plans and implements instructional activities.

Physical Education

2. The basic skills of the principal national sports are taught in progressional three week units. These include aesthetic appreciation through kinesthetic perceptual development.

3. Self-testing and physical fitness tests are motivational factors in our program.

4. Our field is equipped with a measured 220-yard track, a jump pit and two softball diamonds.

Needed Improvements

1. The basketball court should be covered to provide adequate space for physical education classes during inclement weather.

2. The fields should be filled and leveled for safety and the fence should be repaired.

3. A drinking fountain and an electric outlet should be installed on the field.

4. Additional equipment is needed.

5. Physical education should be correlated with the curriculum

6. Workshops should be planned for classroom teachers., i.e. health, safety, first aid.

7. A fully equipped and staffed clinic should be provided.

8. Contingency funds should be designated for incidental equipment needed during the year.

9. A special program should be implemented for the EMR pupils. Their activities should be planned for the development of self-image, emotional control and social skills.

10. Plans should be made for an intramural program with specific time blocks allocated.

11. An instructional aide should be provided to assist the physical education teacher in carrying out a complete program for all pupils.

12. Intermediate grades should be allotted 45-minute time blocks for physical education.

Physical Education

Current Efforts for Improvement

1. An obstacle course is being constructed and a jump pit has been added.

2. Repairs to existing equipment are being made.

3. The field is being leveled with fill to provide a safe surface for activities.

4. The basketball court has been resurfaced and relined. The backboards are being repaired and painted.

5. An intramural program is being implemented.

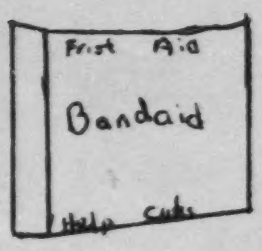
Plans for Continued Improvement

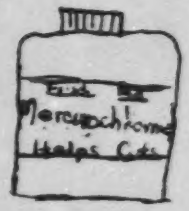
1. We are planning workshops, e.g. first aid, for teachers.

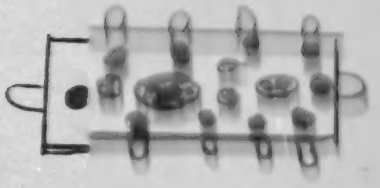
2. A program for students with emotional or physical handicaps will be planned.

3. Plans will be made to correlate physical education with classroom curriculum.

4. Requests will be made through the budget committee for drinking fountains and electric outlets.

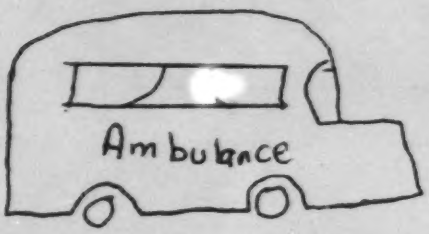


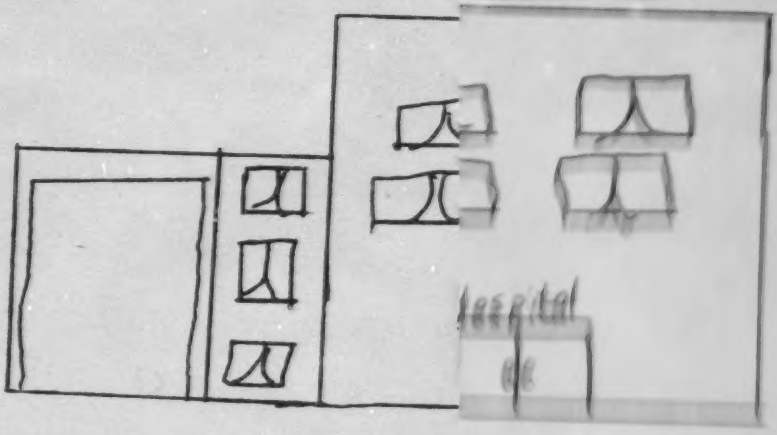




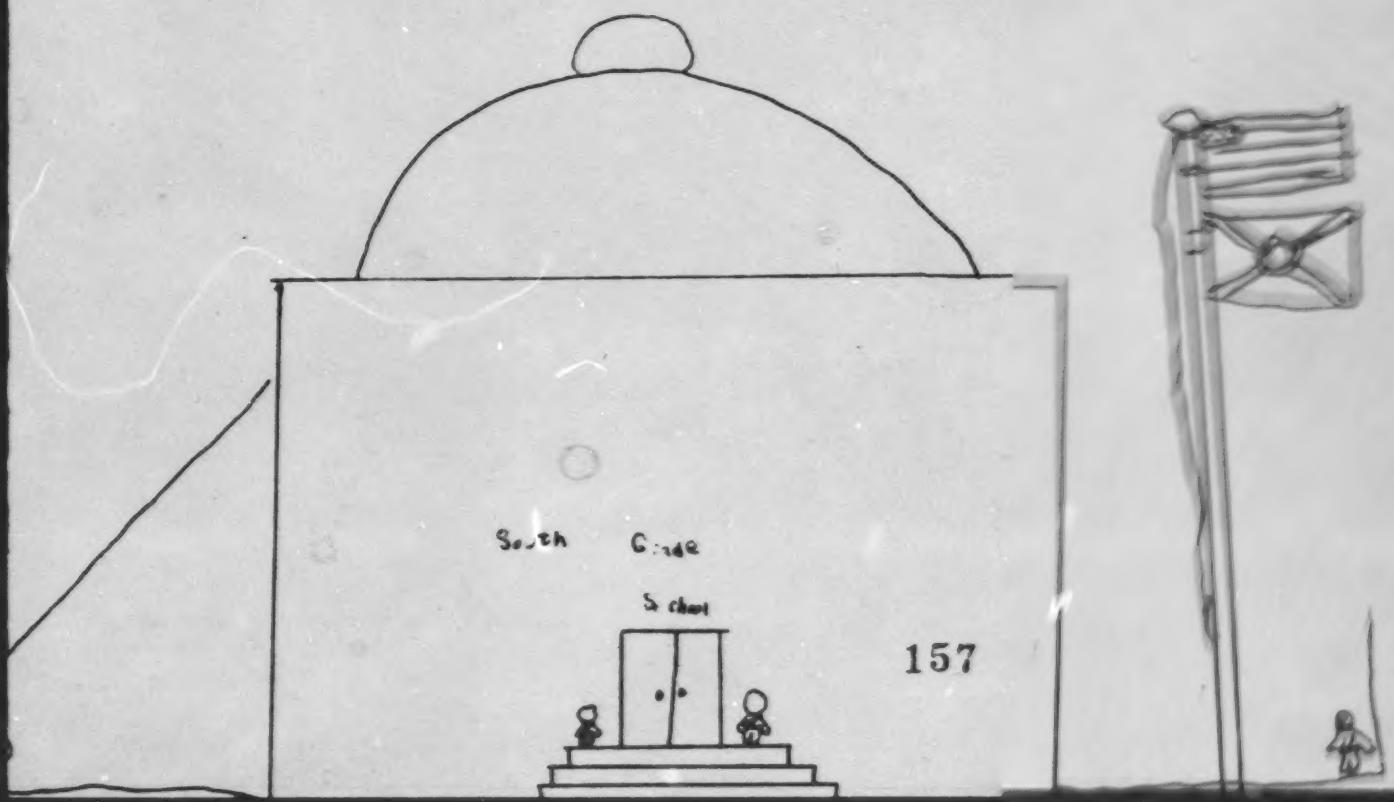
Frist Aid

Food





Health & Safety



PHYSICAL AND MENTAL HEALTH

What is Desirable

The best health program provides individualized, sequential learning experience with guidance toward desirable health practices and attitudes for lifetime, all-round efficiency in work and play. Such a program should be offered in an environment that promotes maximum opportunity for learning.

In such a program students are taught that healthful living is not just the absence of disease. Students learn the structure and functions of their bodies and the requirements of nutrition, sleep, and physical activity.

Students are made aware of the need for control and prevention of illness and disease within the family and neighborhood, and develop an understanding of the need for personal involvement in community health programs. Students learn about the harmful effects of narcotics, alcohol and tobacco.

Students develop an awareness for environmental safety, and learn the skill of first aid for emergency use.

Present Program

Each Grade Elementary School meets State requirements for physical examinations and immunization for children entering school. A cumulative health record is kept for each pupil, with height and weight recorded each year.

Auditory acuity and visual screenings are given to all pupils in grades one, three and five. Teachers may request screenings of selected pupils in other grades.

A nurse is assigned to our school one day a week. The services of a psychologist and a case worker are available part time.

Health instruction is given by every grade with the aid of text, books, films, filmstrips and transparencies. Outside resource people are invited to share their knowledge with pupils.

Physical and Mental Health

Strengths

1. Cumulative records indicate special problems of individual students.
2. Availability of registered nurse is helpful to teachers in identifying students in need of professional treatment.

Needed Improvements

1. Follow ups are needed for students with persistent communicable disease.
2. The clinic should be staffed by Grey Lady Volunteers.
3. Teaching emphasis should be placed on health practices to improve attitudes and health habits.
4. Health instructions should be an integral part of the daily event: curium.

Current Efforts for Improvement

1. Health and science units are being correlated.
2. A three-week unit on health will be taught by the physical education instructor.
3. Children are encouraged to discuss problems with the school nurse.
4. Children are helped to recognize the basic nutritional needs supplied by school lunches, and encouraged to try to overcome food prejudices.
5. New health charts have been ordered.

Plans for Continued Improvement

1. Plans will be made to invite health resource people to our school (dentist, dentist, psychologist, physician, etc.) to discuss health problems and provide latest information.
2. Efforts to equip and staff the clinic will be renewed.

AESTHETIC APPRECIATION AND CREATIVE EXPRESSION

What is Desirable

Creative experiences help children to live a richer life, to appreciate the beauty of things around them and to develop skills they can utilize in daily tasks or leisure time. Children's aesthetic experiences can be deepened and enriched by activities in art, vocal and instrumental music, dramatic play and language expression. Creative experiences should be included in all areas of the curriculum and should not be limited to special subject classes. Children have a natural desire to produce and create as a result of thought or imagination. The teacher should provide a friendly, working atmosphere and offer guidance in evaluating experiences.

Present Program

Art, music, dramatic play and language expression (creative writing) are incorporated in the curriculum of each classroom teacher. Teachers use a variety of media and ideas suggested by the school's media center. Art, teachers and their own personal resources. County resource teachers are available for classroom help and in-service workshops.

All teachers and students are stimulated and creativity promoted in each private classroom. At the intermediate level art is emphasized in the social studies and humanities instructional block. Some classes visit the Norton Art Gallery. Students create Christmas decorations for the Palm Beach Mall Christmas trees and cards for community nursing homes. Examples of children's work are exhibited at the Lake Worth Public Library and in the Norton Art Gallery's annual student exhibit.

Currently adopted music texts are used for each level as well as accompanying recordings, rhythm instruments and various records, materials and equipment from the media center. The third and sixth grade students may participate in a strings program presented by a part time teacher. Musical programs are presented by the Lake Worth Junior High Orchestra.

Dramatic play and creative writing are incorporated into the language arts program. Activities include dramatizing books, stories, presented plays and musicals. Some children have presented plays at school assemblies in the media center. Some classes have presented plays at school programs. Primary level classes enjoy Punch Theatre performances.

Strengths

1. Classroom teachers correlate aesthetic appreciation and creative expression with curriculum.

Aesthetic Appreciation and Creative Expression

2. A variety of teaching aids, films, art prints, ITV programs and guides, records, slides and resource teachers are available from the county.

3. Pianos, autoharps, rhythm instruments are located in the school as well as books, records, filmstrips and equipment which may be borrowed from the media center.

4. A stage and sound equipment are located in the cafeteria. Special musical and dramatic programs are presented each year for the parents.

Needed Improvements

1. Full time art and music teachers are needed to provide planned sequential programs.

2. Additional supplies and varied media are needed to enhance art and music programs. A special art area would be useful.

3. More dramatic play and enrichment activities are needed to encourage creative expression.

4. More in-service workshops would help teachers utilize available music and art supplies and equipment.

Current Efforts for Improvement

1. There is a concerted effort by teachers to provide an aesthetically appealing learning environment within the school.

2. Examples of children's art are displayed throughout the school.

3. A school aesthetics committee is being organized.

Plans for Continued Improvement

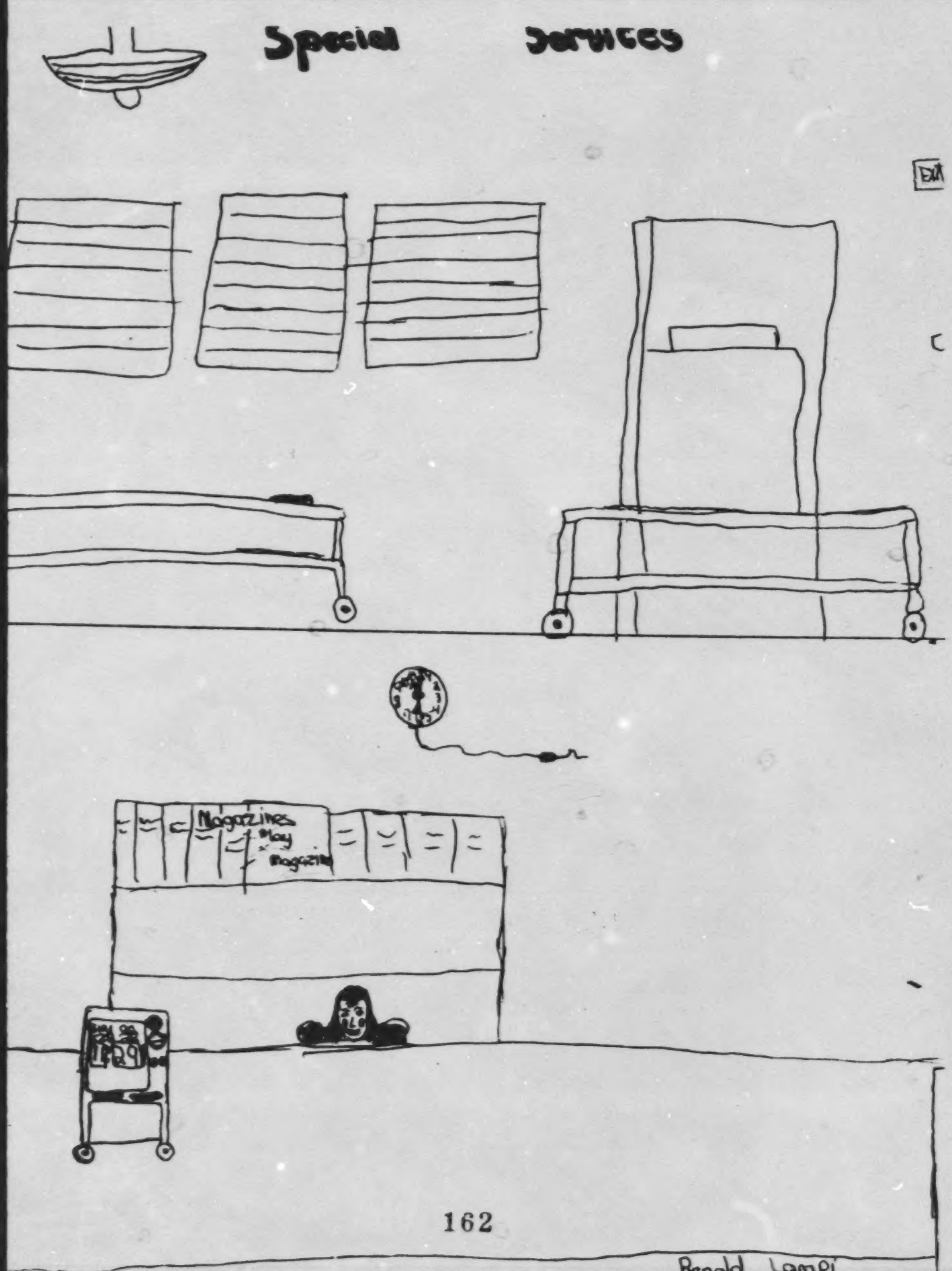
1. Develop a file of community resource people to help in areas such as special art classes, folk dancing, ceramics, etc.

2. The budget committee will allocate funds to purchase additional art and music materials. An art print collection will be initiated.

3. Work with county personnel to plan in-service art and music workshops.

4. Conduct a clothes line art show and sale of student's work.

5. Explore the possibility of beginning a "little theatre" sponsored by the Lake Worth theatre group.


Special Services
EXIT
Magazines
Play
Magazine

SPECIAL SERVICES

EXCEPTIONAL CHILD EDUCATION

What is Desirable

It is desirable to include in the school setting a special education class to meet the special needs of students unable to learn in the regular classroom. Guidance and psychological services must be included to screen and diagnose prospective participants.

The special education classroom should be large and equipped especially for the needs of the exceptional child, including appropriate audio-visual equipment, manipulative aids and other instructional aids.

It is desirable that there be a cooperative program integrating the exceptional child into the mainstream of the student population. The special education teacher must maintain communication with the remainder of the staff and with the entire student body.

Present Program

Our existing E. C. E. program is designed to meet the needs of the Educable Mentally Retarded Child. The EMR classroom is large and accomodates two separate classes. Classes are divided into primary and intermediate levels. Special equipment includes tape recorder, record player, language master, film strip and slide projector and various manipulative games and aids.

Strengths

1. A large and pleasant classroom
2. Excellent audio-visual equipment and manipulative aids and games
3. Cooperative staff

Needed Improvements

1. Teachers' aides.
2. More physical education equipment and games
3. More efficient screening and testing of students
4. More complete perceptual development materials

Special Services

Exceptional Child Education

5. More guidance materials

6. More career development materials

7. A sink for washing and cleaning

Current Efforts for Improvement

1. More individualized programs

2. Carpeting for part of classroom

Plans for Continued Improvement

Continue to improve our specialized program for academic, social and physical needs with additional teaching aids, equipment and materials.

SPECIAL SERVICES

MEDIA CENTER

What is Desirable

The school media center's purpose is to support and enrich the school curriculum. The school program requires quantities of resources in many different forms for a wide variety of interest and ability levels. The media center is a way of organizing these services for use in every phase of the school curriculum.

Present Program

The media center maintains an open schedule format each day to make the facilities available to all students and staff members. Small study groups and individual students use a wide variety of print and non-print materials to complete class assignments and for personal enrichment.

A media specialist provides guidance in selecting books, reference work, library skills and in using audio-visual materials. The media specialist aided by faculty suggestions evaluates and selects new materials for the center's collection.

Special programs and storytelling may be scheduled for class groups.

A selected group of students serves as helpers working at the curriculum desk, shelving books and helping other students with A/V materials.

Facilities and materials are available for students and staff to create and produce materials.

Strengths

1. A well balanced book collection
2. Provides materials for teaching units
3. Wide use of A/V equipment and non-print materials by students
4. A good selection of student and professional periodicals
5. Faculty support to help make the media program effective and motivate use of media center

Special Services

Media Center

Needed Improvements

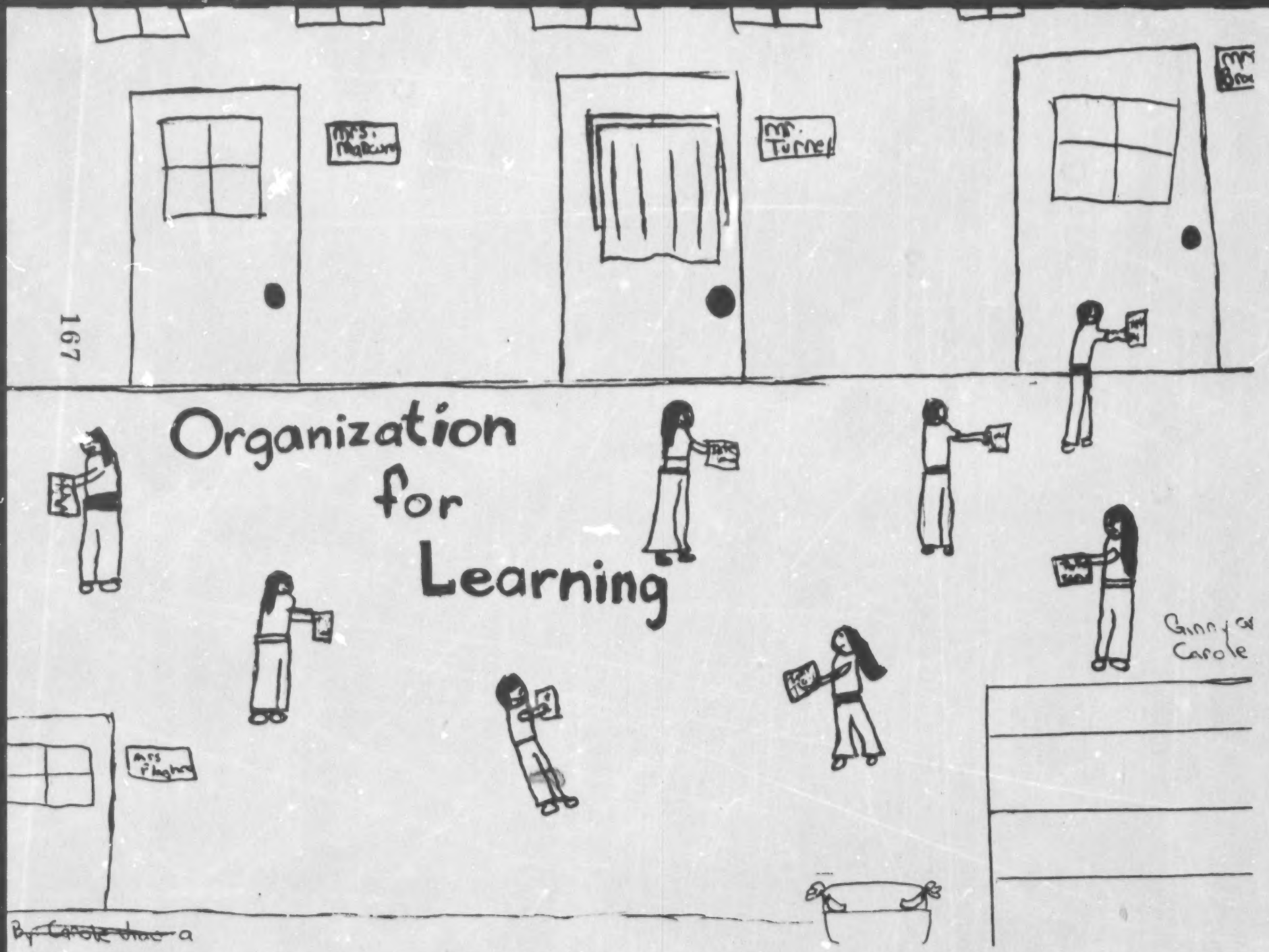
1. Storage space for audio-visual equipment
2. Workroom for teachers
3. More efficient repair service for audio-visual equipment
4. Coordination of library skills program and classroom activities
5. Additional high interest-low reading level materials
6. Shelving space for professional materials
7. Space in media center for clerical, material processing and repair work

Current Efforts for Improvement

1. High interest-low reading level materials are being purchased for the collection.
2. Efforts are being made to improve maintenance service for audio-visual equipment.

Plans for Continued Improvement

1. Plans are being made for an individualized sequential library skills program.
2. Moving the media center to the cafeteria is being considered. This plan would increase the utilization of the media center by providing a larger working area, making audio-visual materials more readily available and increasing the number of interest centers.
3. Begin program for older students to provide story telling time for students in the primary grades.



By ~~Carole Mae~~ a

ORGANIZATION FOR LEARNING

What is Desirable

An organizational structure which insures a balanced program of experiences and is flexible enough to meet the changing needs of students, community and teachers is desirable. Planning is of utmost importance in providing a flexible organizational structure. The desirable organizational structure provides for exceptional children within the school.

Present Program

The primary department is based on a self-contained classroom unit. Within the classroom, children are grouped for the learning of skills. Groups change as skills are learned and new skills taught. The primary department shares the services of the ECE teacher, the physical education specialist, the media specialist and the speech therapist. One primary aide assists the five teachers in the primary department.

The intermediate department is based on three broad instructional areas: a language arts center, a social sciences-humanities center, a mathematics-science center. There are three teachers on each intermediate team supported by the ECE teacher, physical education teacher, media specialist, speech therapist, and an aide. The classes are grouped on a heterogeneous basis.

Strengths

1. A flexible structure which adapts to meet the varying needs of students.
2. A physical education program headed by a specialist.
3. An exceptional child teacher is on the staff.
4. Instructional aides support the program.

Improvements Needed

1. More effective use of County staff resource personnel
2. More effective planning by discipline areas
3. More effective planning on and between grade levels

Organization for Learning

Current Efforts for Improvement

1. Planning and budgeting committee working closely in providing for instructional program

2. Media specialist planning with teachers to provide supplementary materials

Plans for Continued Improvement

1. Committee to meet twice a year to evaluate organizational structure and to modify, if necessary.

JUAN Carlos V.

TEACHING-LEARNING PROCESS

What is Desirable

In the teaching-learning process we firmly believe that considerable attention and respect should be given to children, their needs, their interests and their feelings about things that are important to them.

We also believe that a planning and evaluating system should directly involve the pupil in order to meet his needs, interests and feelings.

Most important, we believe that each child is an individual and should not be evaluated either on past undesirable behavior or upon a teacher's personal adverse feeling toward a child; rather, evaluation should reflect the contributions the child will make if given an opportunity for success.

Learning is perceived as a search for meaning; thus, thought or process becomes the central goal.

Present Program

The teaching-learning process in South Grade Elementary School relies upon the extent to which each teacher understands the learning process and the conditions that promote or retard it.

Each teacher, in working with each child, thinks of learning as a means by which behavior is modified as the child progresses toward goals important to him.

Much thought and effort are given to:

The child proceeding at his own rate of learning
The child feeling emotionally secure
The child feeling that an experience is valuable to him
The child organizing his own response with teacher guidance and understanding
The child working cooperatively with a group
The child's purposes being considered when planning his learning experiences
The child realizing the facts and values at work in a situation that affects his behavior
The child having a stimulating and inviting environment with a variety of materials and resources for his use
The child applying principles he has learned
The child having a knowledge of his own successes and actively evaluating his own progress

These and other processes are used and prevail when learning occurs.

Strengths

1. Teachers plan experiences that accompany maturation.

2. Means of identifying, correcting and preventing inappropriate behavior are available.

3. Teachers see the child as a person with potential for successful living and learning.

4. Teachers do not hesitate to call upon the principal and other resource people for help in difficult situations.

5. Teachers try to anticipate the consequences of the child's total experiences in helping him plan suitable learning opportunities.

6. Teachers are continually growing in scholarship and extending their own knowledge.

7. Teachers introduce such meaningful concepts as cooperation, tolerance, imagination, self-discipline and creativity.

8. Teachers help children develop devices to learn to stimulate and to guide their interests.

9. Teachers help each child develop self-respect and realize individual potential.

Needed Improvements

1. Develop a program for sequential teaching of skills throughout the school. Keep records to indicate child's progress in continuum of skills.

2. Consider alternate plans for evaluating students' work.

3. Establish a better system for evaluating teaching materials and methods.

4. Try to explore a variety of subject areas in the curriculum.

5. Provide more opportunity for a variety of learning experiences and experimentation.

Current Efforts for Improvement

1. At both the primary and intermediate levels teachers work together to provide continuity of instruction.

2. Successful teaching techniques and ideas are shared among the faculty.

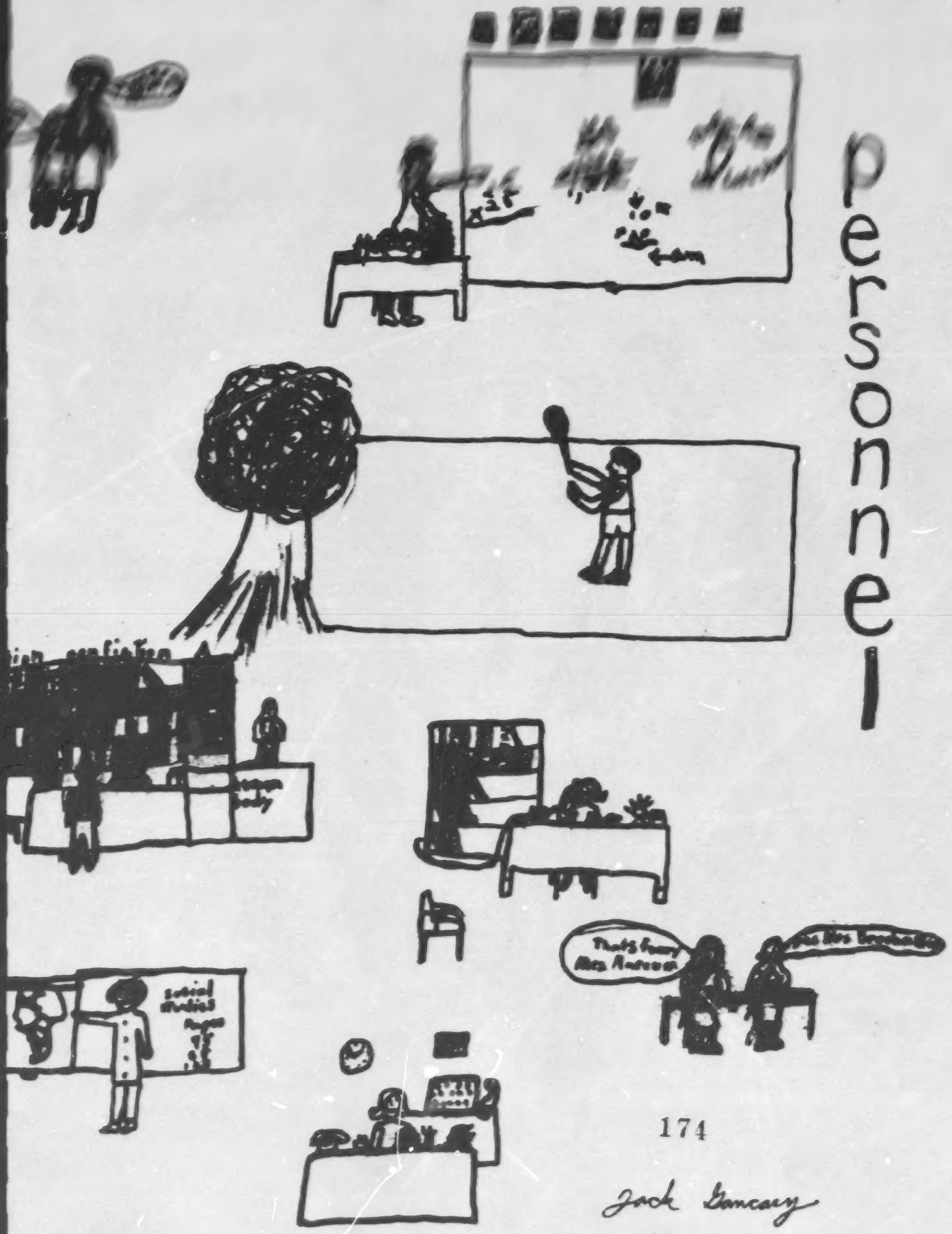
Plans for Continued Improvement

1. A diversified learning program is being developed, geared toward meeting the needs of all students.

2. Continue plans to provide a more personalized instruction program.

3. Examine evaluation techniques used in school.

personnel



Jack Lancaster

PERSONNEL

What is Desirable

In staff conversations, committee meetings, through questionnaires and as a result of studies of pertinent literature, we have refined our beliefs to the following: We believe that in order to have an effective educational program at South Grade School, it is important that all personnel, both instructional and non-instructional, be conscientious, well-trained in their fields of instruction and dedicated to the purposes and philosophy of our school. Our goal is to have an adequate number of staff members to meet the educational needs of the students in our school.

Present Program

Description of school staff:

The following information is based on a total instructional staff of 15:

Sex: female, 100%

Age:
- 21-30: 6
- 31-40: 3
- 41-50: 4
- 51-60: 1
- 61-70: 1

Certification data:

- Rank III: 13
- Rank II: 2
- Elem. Ed.: 4
- Early Childhood Educ.: 1
- Media Specialist: 1

Years of experience:

- 1- 5: 7
- 6-10: 3
- 11-15: 1
- 16-20: 2
- 21-25: 1
- 26-30: 1

Contract status:

- Annual: 7
- Continuing: 8

Personnel

Professional membership:

NEA: 11
FEA: 9
CTA: 12
AFT: 2
South Grade PTO: 9

Professional growth:

Working toward degree: 2
Working toward recency of credit: 3
Attend workshops: 13
Other: 1

Salary range:

7,000 - 10,000: 7
10,000 - 13,000: 8

The instructional staff includes:

Principal: 1

Classroom teachers: 12

Primary level:
Kindergarten: 1
First/second grades: 2
Second/third grades: 2
Third grade: 1

Intermediate level:
Team A (fourth and sixth grades): 3
Team B (fourth and fifth grades): 3

Physical Education: 1 full time

Media Specialist: 1 full time

Special Service personnel:

Instructional and guidance services
Exceptional children (EMR): 1 full time
Speech: 1 itinerant
Strings instructor: 1 itinerant
Caseworker: 1 itinerant
Psychologist: 1 itinerant
Nurse: 1, one day per week

Bilingual aide: 1 full time
Instructional aides: 2 full time
2 part time

Office personnel: Secretary-bookkeeper: 1 full time

Custodial staff: head custodian: 1 full time
custodian: 1 half time

Cafeteria staff: food handlers are part time; lunches are prepared at Lake Worth Junior High School

Strengths

1. All instructional staff members are certified and teaching in field.

2. Two members of the instructional staff have advanced degrees.

3. We have one full time EMR specialist.

Needed Improvements

1. Personnel are needed in the following areas:

Curriculum Assistant
Specialists in art and music
Full time school psychologist
Full time school guidance counselor
Part time specialist in teaching gifted students
Additional custodial staff

2. Recruit male teachers

Current Efforts for Improvement

1. Continue to inform the area administration of our need for an additional teaching unit.

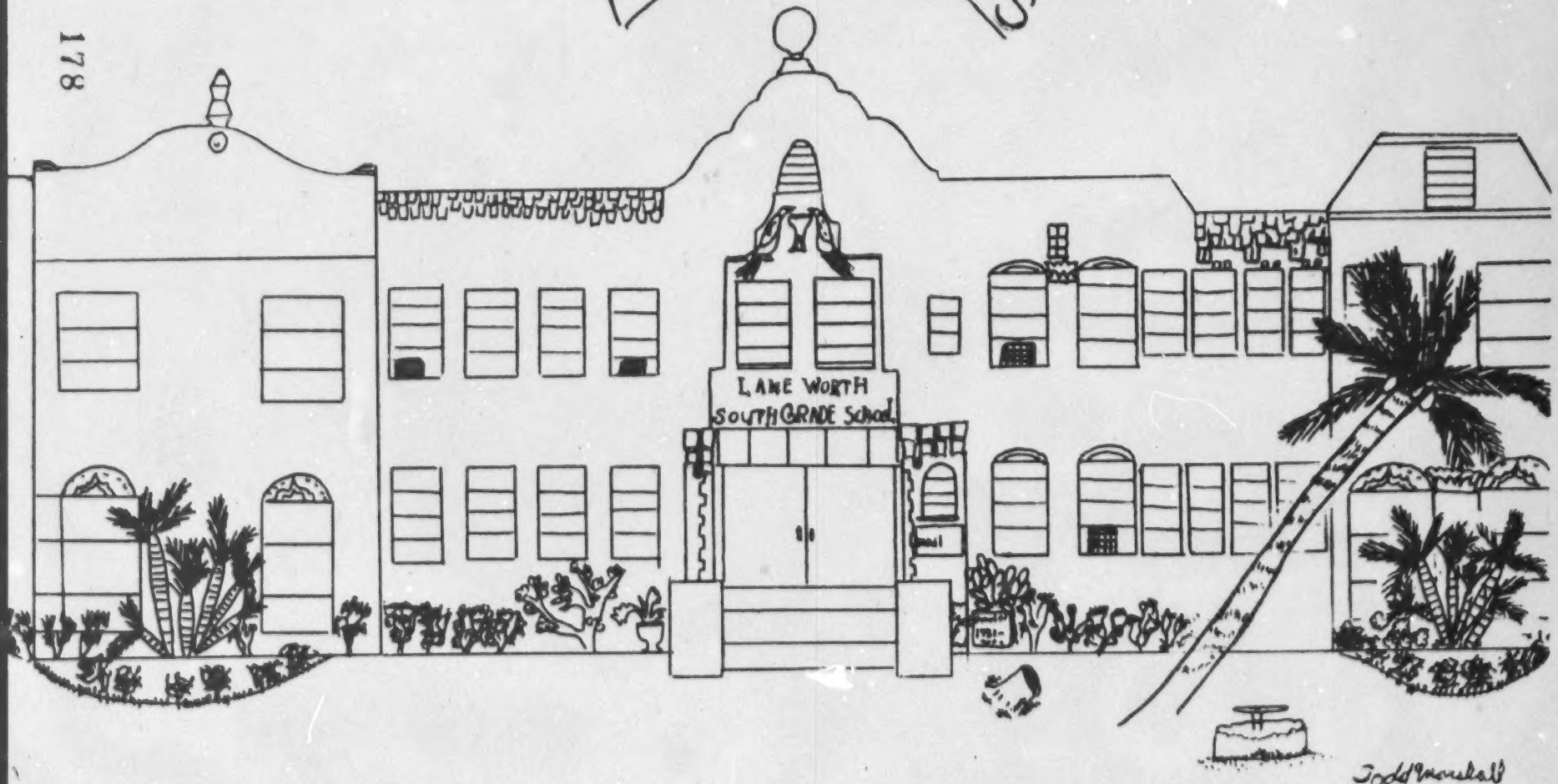
2. Continue to involve the area administration resource personnel in our program.

Plans for Continued Improvement

1. We will continue to encourage staff participation in in-service activities.

2. We will try to achieve a 25:1 student-teacher ratio.

Facilities



FACILITIES

What is Desirable

The school plant should be designed and equipped to permit the objectives of the school to be carried out with ease and efficiency. A functional, flexible, comfortable environment facilitates the learning process.

Present Program

South Grade Elementary School is housed in a forty-eight year old two story building. Although its capacity is 220, we have 324 students in attendance. Two portable classrooms are on the site to house the 104 additional students. Attached to the building by a covered walkway is a combination cafeteria/auditorium with kitchen and stage areas. The school is located on six acres in a residential area of south Lake Worth.

Strengths

1. Fluorescent lighting throughout the school
2. Air conditioned media center, administrative office and faculty room
3. Daily hot lunch program

Needed Improvements

1. Additional classroom space
2. Parking area for staff and parents
3. Storage space for the media center
4. Additional playground equipment
5. Improved facilities for special programs
6. Air conditioning for classrooms
7. Covered walks to portables and bus area
8. Space for school clinic

Facilities

9. Teachers' workshop and conference rooms

10. Air conditioning for cafeteria

11. Additional carpeting for media center

Current Efforts for Improvement

1. Budget requests include plans to remove some walls between some classrooms to provide larger working areas.

2. The P. T. O. is raising funds to provide air conditioning for classrooms.

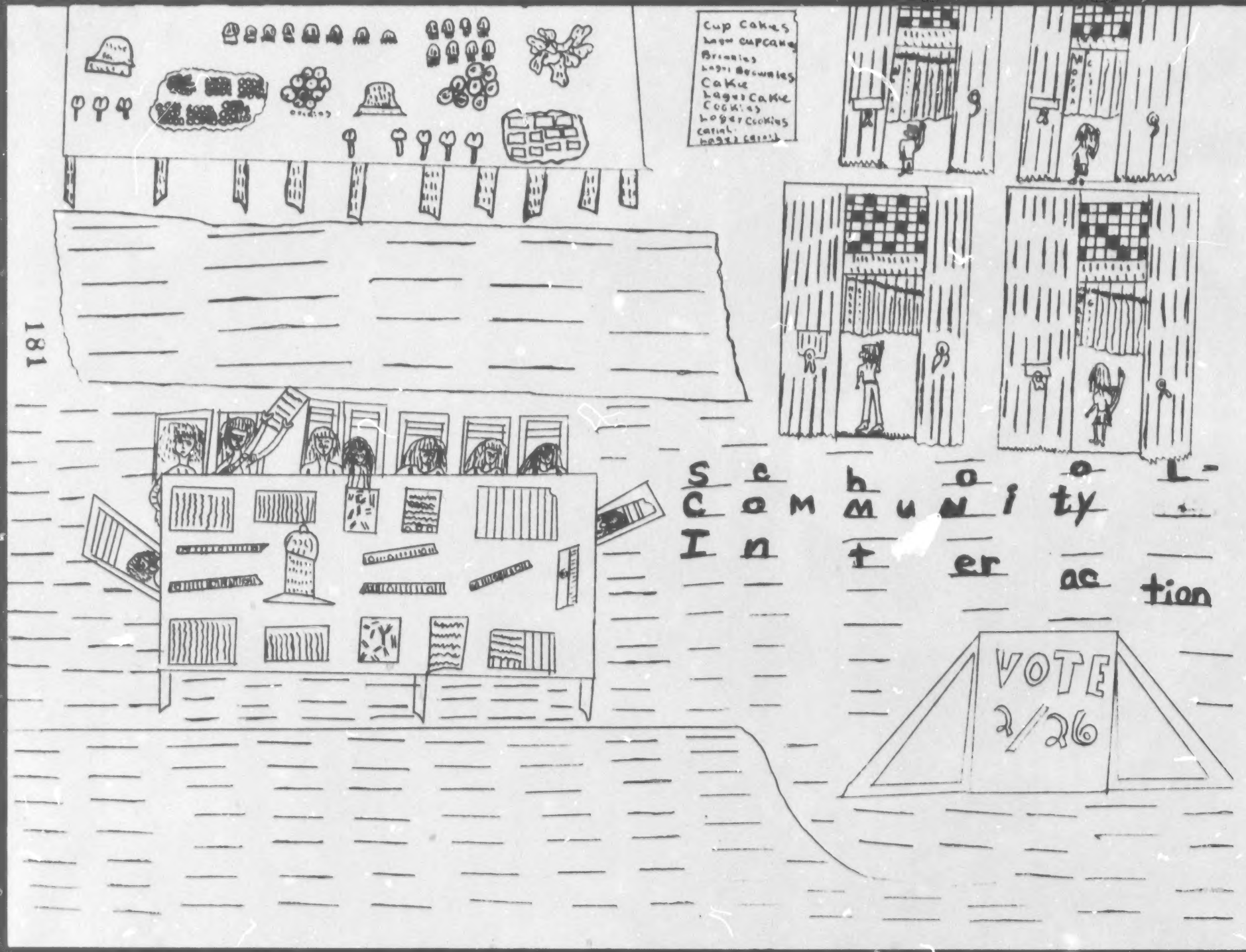
3. Additional shelving is being installed.

Plans for Continued Improvement

1. Budget requests will be submitted for additional playground equipment.

2. Requests will be made for additional custodial personnel to help maintain the physical plant.

3. A plan to move the Media Center to the cafeteria is being considered. The classrooms housing the Media Center can be more efficiently used to relieve overcrowding in the school's other classrooms.


Cup Cakes
Mini cupCake
Brownies
Mini Brownies
Cake
Mini Cake
Cookies
Mini Cookies
Carrot
Mini Carrot
School
Community
Interaction
VOTE
2/26

SCHOOL-COMMUNITY INTERACTION

What is Desirable

It is desirable that there be close school-community interaction. Joint efforts provide opportunities for children to learn and to participate in and improve the community in which they live. Schools are encouraged to make full use of community agencies resources and facilities. The schools will work in close association with parents and representatives from health and social agencies. The school will inform the community of the needs of the children, and the community will designate appropriate persons to plan and evaluate the school program to fit the children's needs.

Present Program

Cooperation between parents and the school has been improved through parent-teacher conferences, open house programs and parent surveys. Parents have volunteered to work as room mothers in each classroom.

Volunteer aides from Palm Beach Junior College, Palm Beach Atlantic College and Lake Worth Junior High School are being used in classrooms.

Students were involved in a clean-up program and poster contest with students from Lake Worth Junior High School.

Strengths

1. Parents and teachers work together in the parent-teacher organization
2. Community involvement with South Grade
3. Street crossing guards at intersections

Needed Improvements

1. Additional involvement of community people and organizations in school programs.
2. Additional use of:
    a. television
    b. radio
    c. newspapers
    d. field trip experiences

School-Community Interaction

Current Efforts for Improvement

1. Continuous efforts are being made to strengthen parental involvement in school activities.

2. In order to improve general learning situations, parents are encouraged to participate as room mothers and parent aides.

3. The school participates in such community events as holiday celebrations and clean-up projects in order to benefit the entire community.

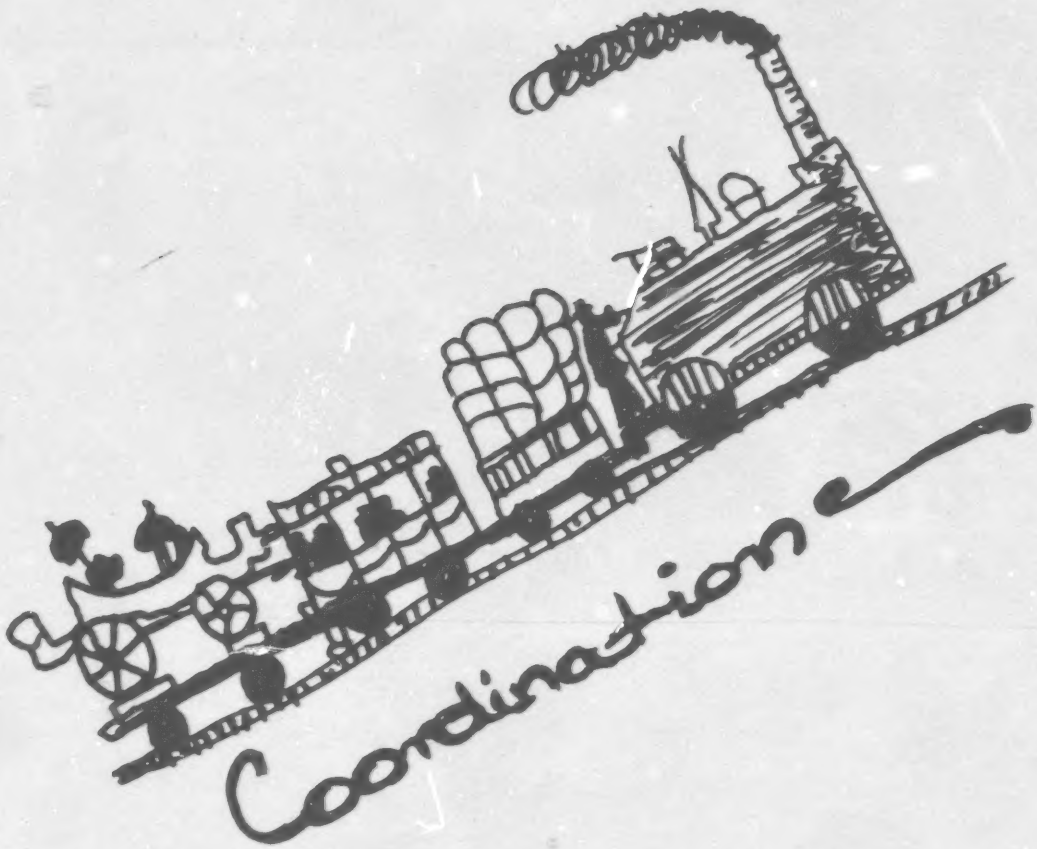
4. Some classes take field trips in the community to acquaint the children with community resources and services.

5. A community advisory committee is being formed.

Plans for Continued Improvement

1. Most parents are interested in making South Grade School a valuable experience for their children, and we will continue to work toward total parent involvement (P. T. O. membership, parent volunteers and conferences).

2. We will seek more involvement and support from all the citizens by participating in community projects to improve our area.


Coordination

COORDINATION

What is Desirable

Coordination of the school's total resources is necessary to provide an atmosphere conducive to a sound educational program. A cooperative effort of all persons - teachers, administrators, county personnel, students, parents and other members of the community - is needed to achieve the goals and objectives of education. Within a single school, careful planning and coordination is necessary for the harmonious functioning and operation of all school activities.

Present Program

Effective coordination results from careful planning and effective performance by an operative team: administration, teachers, specialists and children.

The present program of coordination of South Grade School with the community, county and state is most informative, helpful and effective. South Grade educational staff attend pre-school orientation, subject area meetings and workshops so that we are continually informed of innovations in the field of education locally and nationally.

The Tuesday Report is issued by the School Board of Palm Beach County to inform teachers of decisions and innovations of interest to teachers and students. The Board also sponsors meetings and workshops for its administrative staff which are also attended by the administrator of South Grade School. The school administrator attends monthly principals' meetings, and the area administration conducts weekly staff meetings which are attended by South Grade School staff who report the content of such meetings to the remainder of the staff.

The media specialist at South Grade School attends regular meetings to exchange information about current developments in the field.

The Pony Express - an intra-county mail and media delivery system - effectively expedites communication and delivery of materials.

The School Board provides for school staff to attend meetings and workshops devoted to specific subject areas.

School news and announcements are included on a luncheon menu sent to parents every two weeks to help keep them informed of current school events. Special notes are sent to parents of kindergarten and first grade students.

Coordination

The media center has open scheduling and cooperates with teachers' planning by providing a weekly report slip for requisition of supplementary materials. The media center is available and is used for a variety of activities.

School-wide scheduling for physical education, meals and other activities is coordinated with the academic program.

The staff works in teams on grade level requirements rather than on subject area requirements. Each team has the services of a part-time instructional aide.

Parent-teacher conferences may be scheduled at any time by either parent or teacher. Report cards are sent home every nine weeks.

Strengths

1. Faculty and media center representatives attend curriculum and media center meetings and workshops. The representatives then report to the entire staff on developments in instructional and media center materials and suggested ways to incorporate those materials and developments into teaching strategy.

2. In-service courses and workshops are provided by the county to aid personnel in up-dating accreditation.

3. Team meetings are held to discuss current school events, to select needed instructional materials and supplies to carry out teaching and learning processes and to meet with the administration for decisions.

4. Parent-teacher and/or parent-teacher-administrator conferences are scheduled.

5. Home visits are scheduled at the request of parent, teacher or administrator.

Needed Improvements

1. Improvement is needed in home-school interaction.

2. More regularly scheduled P.T.O.-sponsored school-community activities are needed.

3. Establish a student council with activities that involve the community.

Coordination

4. Up-date school policies annually.

5. Create and maintain an up-to-date teachers' handbook.

6. Encourage community volunteers for work in the school clinic and in classrooms.

Current Efforts for Improvement

1. Intermediate team teachers meet regularly to discuss curriculum, teaching strategy and students' programs.

2. Teaching teams plan conferences with parents.

3. Parents are invited to visit classrooms and to eat lunch with their children.

4. Teachers are encouraged to visit all classrooms within our school and to observe programs at other schools.

5. Coordination between consecutive grade levels is being improved.

Plans for Continued Improvement

1. Evaluate system of reporting student progress to parents.

2. Increase efforts to keep the school community involved with and informed about the total school program.

3. More visits from county resource people to keep faculty informed of current methods in special areas.

FOLLOW-UP PLANS

A. Short-range plans

1. The Purposes Committee will meet at least twice during each school year in order to review and update the school's purposes as necessary.

2. Committees will meet on a regular basis to investigate and determine more effective methods of evaluation for the various instructional programs.

3. A schedule will be developed for teachers to observe colleagues twice a year.

4. The faculty will explore new ways to encourage student participation in community activities.

5. The Staff Development Committee will schedule workshops to encourage the staff in using new approaches to supplement the instructional program.

6. Each grade level will plan to provide more problem-solving activities for its students.

7. The primary and intermediate departments will update their files on community resource people.

B. Long-range plans

1. Plans to acquire more specialists on the staff (music, art, etc.) will continue.

2. We will continue to request full time funding for an administrative assistant in instruction, a guidance counselor and reading specialist.

3. Each year plans will be made for adding recreational and playground equipment.

4. Plans to aircondition the entire school plant within the next six years will continue.

5. Plans to build additional storage space will continue.

6. Additional electrical outlets and rewiring to handle the electrical load will be installed within the next two years.

MAY 3 1 1975

PUBLIC RELATIONS POWER

A Guide to Effective Public Relations in the Elementary School

Prepared by

Staff of South Grade School
Carmen F. Archetti, Principal
Palm Beach County Schools, 1975
Dr. Joseph M. Carroll, Superintendent

BEST COPY AVAILABLE

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HOW TO USE YOUR GUIDE

This guide is designed to help you and your staff improve and strengthen your communication skills.

Included in your guide are the rationale for developing a public relations program and techniques to analyze, plan and evaluate the program in your school center.

The format is designed to encourage you to use the pages to make notes and additions to personalize the approach to fit your school situation.

Practical public relations program models are included in the planning section. Some models or parts of models may be appropriate to fit the public relations needs in your elementary school.

The evaluation section provides evaluative techniques and sample methods to evaluate your program. Diagnostic instruments are also provided to help you determine areas for improvement.

The next section presents steps for strengthening those areas needing improvement.

How to develop skills in listening to your publics, how to deal with complaints, and a comprehensive public relations program in a nutshell, complete the guide.

Although this is a basic public relations guide it is necessarily limited in scope. With some study, imagination and application by you and your staff, it may become a keystone in building, understanding and support for your school.

BETTER COMMUNICATION

How can an elementary school strengthen its communication, especially with parents? If you are doing a good job in your school, you may ask "Why worry about it?" According to public opinion research, that "good job" isn't being communicated as well as you think.

Gallup International has been conducting opinion polls since 1969 to find out what the public thinks about its schools. They have found that the public is not very well informed about local schools and very poorly informed about education itself. Although public understanding of education is minimal, people still have opinions about schools.

Parents of children in school seem to know more about those schools than do people without children in school. Yet nearly two-thirds of them say they would like to know more than they do.

The chief sources of information about the school parents report are children, what other people report (as at a school board meeting), the mass media (newspapers particularly), and finally school publications.

The first thing parents want to know about, is "How's my youngster doing?" The typical parent never seems to get enough information on the progress of his child in school. Next, parents report they would like to know more about the school curriculum. They are interested in innovations, in course content, and the total curriculum. They are also interested in special services offered students (remedial help, enrichment opportunities, learning aids, special facilities). Next on their want-to-know list are the policies of the school, particularly those that affect their child. Finally, in the list of top information priorities of parents comes costs. The information list for parents reflects the desire to know more about the progress of their child, the school curriculum, special services, policies

and costs.

A school system has public relations whether it tries to or not. The public holds certain convictions about the schools and believes certain things to be true. When the word "school" is pronounced, it conjures up a particular mental picture. These convictions, opinions and mental images are the product of public relations, planned or otherwise.

Defining the Schools Publics

The school's "public" is plural. There are many different people who directly or indirectly are affected by the school and with whom you should be communicating regularly. The first step is to determine priority audiences and then work at building a better understanding. Your public consists of parents, and those people who live in the school's attendance area. The communication list includes the students themselves. Internal communication among the staff is important. Other publics who are affected by what happens in your school may include some or all of the following: business people, senior citizens, local groups, organizations, public agencies, mass media (staff of local newspaper, radio, and TV stations) and other publics. Your school must first determine its four top priority publics.

Communicating - With Whom, and When

Educators regard the student as the prime agent in the transmission of information about the school to his parents and home. Good (and bad) public relations begins in the classroom. How the child is taught and how his successes and failures are handled on a day to day basis will, to a large degree shape the child's attitudes about himself and school. Nothing is so important as the daily relationships between teacher and student when it comes to public relations.

There are many things you can do to insure positive student attitudes, by looking at how the child is treated in the cafeteria....the library....on the bus.... It's what you say and do to the child each day that determines how he feels about your school and leads to his parent's opinions about the kind of job you are doing.

The importance of parents and parent organizations in public relations is widely recognized. No other single group is more interested in what you are doing, and no other "public" will be more supportive if you communicate.

The best starting point is a return to the communicating process. By making an analysis (or listening) you should list what you are doing now to communicate with parents. The key questions then are: Is this sufficient? Can you modify what you are doing to make it more effective? Can you add or subtract something that will make your communication more appropriate? Are you aware of parental information needs?

Most often elementary principals who ask questions like these find that minor modifications of what they are already doing make all the difference. The public relations committee must take stock of your communication with parents. This is where the public relations attitude begins because the attitudinal messages of children whether written, spoken or unsaid, will in turn shape parent feelings toward your school.

Annalyzing Communication Techniques

Each school must analyze its present system of communication. Questions that must be answered in the analysis include the following:

1. Are you listening to your priority publics? How?
2. How are you talking with them?
3. Why are you doing it that way?
4. What kinds of public relations activies are happening now?
5. How can you improve the effective techniques and eliminate the ineffective?
6. How do you know what kind of information your parents (other publics) are getting?
7. Are they getting enough information, or too much? How do you know?

It is imperative to have a clear analysis of your existing communications techniques and to discuss methods of communicating with each of the priortiy groups identified.

Analysis provides insight as you look at the sources of believable school information. In its simplest form, analysis is listening. Failure to listen is one of the main reasons for disappointing results from many schools communication programs. Educators have too often been disseminators, not communicators. Analysis will determine the effectiveness of your communication effort, because listening is the heart of dialogue.

Planning for Better Communication

It would be foolish to underestimate the importance of planning in your school public relations program. Some of the steps necessary to analytical planning are:

1. Clarify the problem
2. Determine the alternatives
3. Get the facts
4. Analyze the facts
5. Decide on action

A hierarchy of plans should be developed in the form of goals and objectives for your public relations program, plans for repetitive actions, plans for non-repetitive problems, and strategic or long range plans.

As you plan your communication program, you have to ask yourself, "how can we do it better?"

Brainstorming is one technique that may generate a wealth of ideas for consideration. Your planning committee should include staff members and also representation (when possible) of all your priority publics. This committee, when functioning, will provide an engrossing example of group processes at work; processes which deal with:

1. Learning ways and means of communicating
2. Establishing mutual confidence
3. Defining a common goal
4. Identifying common problems
5. Seeking mutually acceptable ways of working
6. Gaining new insights and understandings
7. Planning for the development of new skills and new achievements.

Some examples of school plans follow.

Planning Model -A-

1. New employee questionnaires after initial (30-60 days) work period.
2. Exit interviews of staff and students who leave and/or graduate.
3. Thumbnail Reaction cards after:
   A. faculty meeting
   B. Public relations inservice meetings
   C. open house visitors; special event visitors
   D. parent-teacher meetings
4. Analysis of incoming phone questions/first week of school.
5. "Rapping" or "cracker barrel" sessions
   A. principal with students
   B. principal with parents - in homes/community
   C. superintendent with community organization groups
   D. district wide public relations director with staff public relations representatives/principals.
6. Mini-survey after individual parent-teacher conferences.
7. Annual opinion poll- "How are we doing?"
   A. parents
   B. students — then repeat — at district
   C. staff — the cycle — level
8. Reader interest surveys - random samples; all school publications (after conferences at open house - in person).
9. Debriefing of all special event planners and school planners.

Planning Model -B-

A two way communication program focusing on four priority publics.

With Students

A. Planned warm-up (orientation) of entering students - kindergarten, transfers

B. Participation in school news reporting from parent newsletter; media

C. Guides for visitors

D. Participation in open house, special group visitations

E. Utilization as tutors

With Staff

A. Planned warm-up for new employees

B. Regular "people" communication program - total staff

C. Participation in school policy, curriculum, events planning

D. Recognition for school/community accomplishments

E. Occasional social events

F. Exit interviews of those leaving, itinerant teachers, substitutes

With Parents

A. Warm-up for incoming students; communication to departing students

B. Regular reporting of school progress: telephone reports; parent/teacher/student conference/home visitation; special notes

C. Involvement in Advisory/Planning Committees

D. Classroom participation in events, open house, involvement as volunteer

With Neighborhood/Community

A. Special attention paid to building appearance/treatment of visitors/telephone

B. Utilization of neighborhood non-parents in volunteer program, classroom resource

C. Use of building by neighborhood groups

D. Special events for specific groups - senior citizens, businesspeople, organizations

E. Policy for media relations, use of media for special features

Planning Model -C-

Step 1 - Principal and staff should develop an accurate public relations definition.

A. (The National School Public Relations Association defines educational public relations as being:

---a planned and systematic two-way process of communications between an educational organization and its internal and external publics; designed to build moral, goodwill, cooperation and support for that organization. Emphasis should be placed on "planned," "systematic", "two-way", "to build-support".)

B. Principal and staff should answer the question "why do we need good school public relations?"

Step 2 - Discuss the school and its publics.

A. Who are the school publics? Define.

B. What do staff members see as public relations needs, problems, programs?

Step 3 - Select a task force. This task force to be composed of eight to ten staff members (representation of non-certified teacher aides - teachers from different levels, an administrator) should also include parent and student representation.

Step 4 - Task force goes to work.

A. Reviews all current programs and their effectiveness and audiences they reach.

B. Identifies audience needs for communications or better school community relations and identifies some possible ways to meet those needs.

C. Develop plan for "School Community Relations Council".

Step 5 - Task force reports to total staff, and others as they deem necessary.

Step 6 - School establishes Council.

Step 7 - Council reviews plans, makes recommendations to staff.

Step 8 - "Final" plan ready and implemented.

Step 9 - Principal meets every 4-6 weeks with Council.

A. Continued needs assessment

B. Input to newsletter contents

C. Feedback on program ideas

D. Evaluation of public relations programs

Planning Model -D-

Prepare program objectives

A. Make each staff member aware of his/her school public relations role.

B. Make each staff member aware of his/her role in the school team and in relationships with others and their roles.

C. Develop a freedom to express needs - open atmosphere; free communications.

D. Develop a staff sensitive to the needs of students, parents and community.

Factors

A. Each person must be involved in the program - staff in total; bus drivers, custodians, food service, office personnel, teachers, administrators, etc.

B. Use small groups.

C. Keep a discussion oriented format.

How

A. Warm-up human relations activities to free the atmosphere.

B. Public relations definition - either small group developed, or presented for a common base.

C. Publics - use case studies to establish awareness of need and publics.

D. Process:

1. Inventory all current programs of a public relations nature.
2. Identify audiences for each current program.
3 Divide inventory into personal and impersonal program.
4. Ask: "How effective are we now?" Identify gaps, evaluate current programs, critique.
5. Ask: "How to close gaps?" Plans for future new programs, changed programs - audiences reached.
6. Committment: the staff selects an activity in public relations area.

Evaluating

The principal must have a way of finding out in what ways the general program of public relations is proving to be satisfactory and in what ways it is proving to be unsatisfactory and why. You need to know how effectively each phase of the program is functioning and what changes, if any, are desirable. What parts of the program provoke public criticism? What portions of the program are working best? Evaluation will answer most of these problems.

Evaluation is an integral part of the total public relations program. Every public relations program needs continuous examination and study in order to be aware of its effectiveness. The various activities of the public relations program should be appraised in the light of the objectives and purposes for which they were planned.

The principal should use every opportunity to include parents, citizens students, and other community members as well as staff to properly evaluate the program.

Some evaluation techniques follow.

Sample Evaluation Techniques

Parent-teacher conference informal listening techniques can be used in the conference setting. Every classroom teacher can ask two questions at the end of the conference. This "mini-survey" will provide valuable feedback for the schools public relations program. You may want to modify the example to fit your needs.

Mini-Survey

(Introduction)

Our school is anxious to improve its communication with parents. We'd like to know how much you feel you know about what goes on in school. I don't mean the progress of your youngster - we've just talked about that - but how much do you feel you know about such things as curriculum, special services, and activities of the school?

1. Would you say that you know quite a bit, some things, or not very much?

_____Quite a bit _____Some _____Not much

(If the parent says "some" or "not much" ask:)

2. What kinds of things would you like to know more about?

If every parent attending a parent-teacher conference responded to these two questions, and replies were tallied by a committee of teachers, everyone would have a better idea about what parents want to know.

Sample Evaluation Technique

Involve students to help secure feedback. Station a pair of older youngsters at each entrance door of the school during parent teacher conference days. Equip them with index size card questionnaires and a few pencils. The index card is really a simplified opinion poll. It contains only a few quickly answered questions, and might look like this:

Beach View School Parent Survey

1. How many children do you have attending our school?

   ___one ___two ___three ____ four or more

2. What grades are they in this year?

   ___K ___1 ___2 ___3 ___4 ___5 ___6

3. In what way, if any could we improve our parent-teacher conferences?

4. What can our school do to improve its communication with you?

5. What kinds of things would you like to know more about (programs, activities, field trips, etc.)?

The child with pencils "corners" each parent on the way out of the school: "Hi, my name is John Smith. Our school would like your help so we can improve our communication with you. Would you mind answering these short questions before you leave?"

An assignment like this is fun for the young pollsters, productive for the staff, and appreciated by the parents.

DIAGNOSTIC INSTRUMENTS

Parents

1. How many of the following practices are followed in your school?

   a) biweekly continental breakfast or afternoon tea for parents _____

   b) positive notes sent home on a regular basis by teachers _____

   c) positive phone calls made to parents by teachers _____

   d) random "announced" home visits by teacher _____

   e) random "announced" home visits by principal _____

   f) special father's night" where classes are held in evening _____

2. Have you made use of "How We Teach" series of curriculum pamphlets for such occasions as back-to-school nights, teacher-parent conferences, new students registration, parent orientation meetings, and are they available for visitors to the school office?

   Yes_____ No _____

3. Have you ever sent a questionnaire to parents asking them what they like and don't like about the school? Yes _____ No_____

4. Is a true cross section of parental attitudes represented on your school advisory committee (or are there only the "yes" people on it)?

   Yes _____ No_____

5. Do you have a student advisory committee, or are students represented on your school advisory committee?

   Yes _____ No _____

6. Do you keep your parents up to date on the problems your school has (space, discipline, theft, etc.) as well as the accomplishments of the school?

   Yes _____ No _____

7. Do you return phone calls from parents the same day you receive them?

Yes _____ No _____

8. Do you fully explain in notes to parents the educational value of student field trips and curtailed days (or do you just send a note home stating there will be a field trip on a curtailed day?)

Yes _____ No _____

Staff

1. Do you hold meetings of your professional staff members? At least once a month _____ Several times a year _____ No _____

2. Do you make your non-instructional employees feel like they are part of the school team by inviting them to staff meetings and keeping them informed on the school operation?

   Yes _____ No _____

3. Do you regularly set aside time at your staff meetings for a specific discussion of community relations-public relations topics? Yes _____ No _____

4. Are you readily accessible to your staff? Yes _____ No _____

5. Are you readily accessible to your students? Yes _____ No _____

Media

1. Is there a specific staff member assigned to act as a news-gatherer and to pass this information along to news media and the PTA-PTO newsletter chairman?

   Yes _____, No _____

2. If there is such a person, how often do you meet with him - her?

   Daily _____ Several times a week _____

   Once a week _____ Less than once a week _____

3. Do you issue a school-to-home newsletter?

   Yes _____ No _____

4. If yes, how often? Once a week _____ At least once a month _____

   other _____

5. Does your school also issue a PTA-PTO newsletter? Yes _____ No _____

6. If yes, how often, Once a week _____ At least once a month _____

   other _____

7. Do you inform news media (newspapers, T.V.) about significant news at your school? Yes _____ No _____

8. If yes, how many news releases do you issue each semester? Once or more a week _____ One to five a month _____ Other _____

How Effectively Are You Communicating?

	YES	NO
Do you encourage teachers at your school to send notes home commending children for the smallest of accomplishments?	[ ]	[ ]
Do you remind your staff frequently to take five minutes at the close of the school day to review major points of instruction covered during the day?	[ ]	[ ]
Do you encourage teachers at least once a month to channel information through your office which can be the source of a news story for the local press?	[ ]	[ ]
Do you give a disgruntled parent a chance to "sound off," especially if he is angry or upset?	[ ]	[ ]
Do you mail home a note of commendation for a child's noteworthy accomplishments?	[ ]	[ ]
Do you belong to a community service club or organization?	[ ]	[ ]
In the last few months, has your school hosted senior citizens, realtors, service club members, parochial representatives, or businessmen?	[ ]	[ ]
During this school year, have you encouraged your teachers to offer or suggest a program involving their students for an educational presentation at a service club meeting or other community event?	[ ]	[ ]
Do you encourage teachers and PTA members to write their legislators about proposed legislation or current conditions affecting education?	[ ]	[ ]
Do you frequently remind your staff to involve parents in classroom activities?	[ ]	[ ]
Do you occasionally drop in at the home of a child who has been having unusual difficulty of some kind?	[ ]	[ ]
Do you encourage your staff to use community resource persons for visits and talks in the classroom?	[ ]	[ ]
Do you invite parents to take turns (by classroom) having lunch with their children?	[ ]	[ ]
Does your school have a "buddy" system to help newcomers feel more at ease in their new surroundings?	[ ]	[ ]
When a new family moves in, do you send a welcome note?	[ ]	[ ]

Have you made arrangements to schedule frequent coffee hours at the school during the day so you can meet with small groups of parents (not PTA officers)?	[ ]	[ ]
Do you have a bulletin board in a central hallway where newspaper articles and other materials concerning your school, staff, and students can be displayed (good project for upper grade youngsters)?	[ ]	[ ]
Do you highlight children in all PTA meetings?	[ ]	[ ]
Are visitors to your office acknowledged promptly and helped in a friendly, understandable manner?	[ ]	[ ]
Do you commend teachers on your staff for doing things which are innovative, successful, and/or outstanding?	[ ]	[ ]
Do you have a full staff meeting at least once a year involving custodians, secretaries, cooks, and teachers so that they all have an opportunity to meet and discuss common problems?	[ ]	[ ]
Do you always communicate with your staff, students, and parents well in advance of any major change or implementation of new decisions?	[ ]	[ ]
Do you encourage teachers to participate in community activities?	[ ]	[ ]
Does your school regularly publish a newsletter?	[ ]	[ ]
Does your staff get together socially at least once a year?	[ ]	[ ]

GRADING ON A CURVE...FOUR POINTS FOR EACH YES ANSWER

88-100 = Adequate to Outstanding
76-87 = Adequate
56-75 = Problems are evident
below 56 = Poor communication

Strengthening Teacher-Parent Relations

Teachers should know that they will not be successful in demanding respect from students and their parents. Respect can only be earned.

In schools where the attendance area is compact, a worthwhile activity is a classroom walking tour to visit the homes of each member of the class. Taking a picture of each child on the front porch with his mother is also popular.

Home visits by teachers are invaluable in building teacher-parent relations. Go after supper, in casual clothes, announced if you can get an invitation, or even unannounced.

Teachers working with students in away-from-school activities such as sports is helpful.

Urging teachers to take a leadership role in working with parents pays off. For example, a teacher organizing a school square dance club. The principal can profitably take a "back seat" on many activities.

The school counselor can often help make fruitful contact between parent and teachers.

PTA helps, but it's harder to keep it going today.

PTA programs about school--and about the school district as a whole with central office administrators on the program occasionally--are helpful.

Having kindergarten or primary age children on the program assures a good PTA turnout--but schedule them last or parents will leave as soon as they perform.

Teacher telephone calls to parents to report good news are very helpful. Positive calls from the principal are good, too.

Thank you notes from teacher to parent, or from principal to parent, are very good.

A Parent Visitation Day with parents invited to come for all or any part of the school day was very successful. About 80% of the families were represented. It was designed to help parents become better informed about curriculum, teaching materials, teaching procedures and children's activities at school. Parents don't often come to visit perhaps for several reasons: invitations by teachers and principals too casually given, some children are reluctant to have parents visit, parents visits to school are often associated with disciplinary problems, schedule of working parents, young children in the home, and parents not wanting to disturb the teachers. Visitation day was a regular school day--not a show. Preparations included involving student committees and all teachers in planning, a series of announcements sent home, copies of each teacher's daily schedule sent home so parents could select what they wanted to see, lunch reservations, name tags- hosts and hostesses for all doors, welcoming posters in rooms, and maps of the building for parents.

Parent-Teacher Conferences can be extremely valuable. Parents want them and so do teachers. Gives teachers invaluable insight into students' home life. A PTA teacher appreciation dinner on the day of conferences can be a real morale booster for teachers.

Strengthening Principal-Parent Relations

Parent coffees with the principal on a regular basis to discuss whatever they want to discuss. Forms sent home in advance to determine what topics parents are interested in.

Involving parents as volunteers at school provides invaluable opportunities to get needed help, to solicit parent help in "having school 24 hours a day," and in counseling with parents about student problems.

School newsletters are popular with parents. Even articles by parents are of interest to other parents. An interested teacher can collect news items from each room. Lots of student and even parent names add interest. And underlining the names helps.

Parent tutors are definitely worth the trouble.

It is helpful for the principal to take the time to listen to parents whenever possible--individually or in groups. It's sometimes hard, but it pays off.

Always return parent phone calls as quickly as possible.

In problem situations with individual parents, it helps to stress the fact that no matter what our differences, the one thing in common is the best interests of the child.

Always be available to parents in person or by phone day or night--and tell them that. Seemingly trivial matters are often important to parents.

It is important for parents to feel that their child is getting a fair shake. The principal must carefully cultivate--must earn--a reputation of fairness.

School Happy-Grams to send parents positive news about students are extremely valuable. The parents of one student who had been having problems even had the notes embossed in plastic. Another mother of a 6th grader commented that this was the first time in seven years that anyone had ever said anything nice about her son.

Telephone calls from the principal to the parent can be quite effective in reinforcing desired parent behavior all the way from sending children to school to improving classwork. And positive phone calls are a lot easier to make than negative ones. They also lay a good foundation for cooperation in the event of future problems.

A note by the principal on a student's paper, "very good," signed by the principal can motivate a child who is having problems and create parent goodwill by showing that the principal cares.

The principal should recognize the importance of the school secretary in good community relations. She deserves support.

Neighborhood feuds continually brought into school can often be settled--or at least reduced--by bringing the parents together to discuss the problem in the principal's office.

Monthly school calendar sent home is popular with parents.

A little extra "chatting" when a parent calls the principal about some school matter shows that the principal is human and truly interested in the family.

Assuring parents that they are not the only ones having trouble is helpful.

A principal-awarded "Citizen of the Week" chosen from among teacher nominations can be helpful.

Strengthening School-Student Relations

Schoolwide courtesy campaign with students writing stories, making posters, etc. to promote courtesy among students works well.

Student small group "rap" sessions with principal, teacher or counselor work well where tried.

Student committees organized to tackle nearly any project are very popular among students and produce surprisingly good ideas. Each committee sponsored by a teacher.

Student dress is important and the principal can set a good example personally.

A school yearbook with students working on it can help in certain schools.

Student awards assemblies are excellent. Give out as many awards as possible--at least one for each child if possible.

Strengthening School-Attendance Area Relations

School employes actively participating in community life--being seen at community events--is important.

School programs open to people in the school attendance area can be helpful.

Asking people from the community to come to school to share their talents--talk to classes about their job or whatever--is a good idea.

A committee of community businessmen formed to inform them about what students are learning and to get their ideas about what students should learn would be a good idea.

Greater use of school buildings by people in the community should be encouraged.

Strengthening Internal School Staff Relations

Principal input in teacher selection when possible would be helpful.

The principal should always have time to talk to anyone on his staff about something that staff member feels is important.

The principal making it a point to eat with various staff groups on different lunch periods is helpful.

A monthly school staff social--a breakfast, an afternoon get-together, or whatever--gives the staff a chance to get better acquainted and to share ideas.

Specifically set aside staff "gripe times" are helpful.

Keeping the teachers' lounge an attractive place helps. Teachers may be assigned to that job on a rotating basis. Bringing treats, providing decorations, etc. Not doing custodial work.

A flower for the ladies from the principal to let them know they are appreciated is very reinforcing and really not very expensive.

Including all staff members in staff meetings--custodians, secretaries, food service as well as teachers--is a good idea although the scheduling is sometimes hard to work out.

Oral compliments from principal to staff members are appreciated.

Thank you notes from the principal to staff members also pay off.

Asking the custodian to talk to classes about his job and keeping the school clean was very popular at one school with students and teachers--to say nothing of the positive feeling it gave the custodian. Other staff members could do the same thing.

Strengthening School-News Media Relations

Persistence and patience pays off in getting news coverage. Sometimes it takes several phone calls.

The school district public information office can often help a school "sell" a story to the news media--but don't be afraid to contact someone directly, especially if you know someone at a newspaper or TV station.

Monday is a good day for school news because there is relatively less competition from other news generating agencies.

Piggybacking--pointing out another story besides the one the news media are there to cover--often pays off in two stories rather than one.

The news media gets bad news about schools without getting off their chairs --over the police radio or by telephone. We must make an extra effort to get good news to the media for their consideration. The weekly Tip Sheet helps by letting the media know about interesting stories in advance.

An appointed school news media contact might be helpful in spotting school news and relaying it to the proper place.

Parent-Teacher Conferences - A Listening Opportunity

Parent-teacher conferences are one of the most successful public relations activities of any elementary school. By their very nature, they enhance face-to-face communication. They provide time for a parent and teacher to talk about the only thing they really have in common - the child. Parent-teacher conferences are synonymous with dialogue. The environment should be one of give and take (dissemination and feedback), and the subject is of "high interest". Regularly scheduled parent-teacher conferences can be used as an important listening step in a school's overall public relations program.

Complaints

Every principal gets complaints. The inherent nature of a principal's work makes him a decision maker. Decision means choice and often the result is predictable: somebody is going to complain. The principal should be guided by two imperatives; first, he/she should seek to settle the question, to seek resolution of the issue. A minimum condition in handling complaints should be planning some kind of action, even if it's to talk about the situation again in six weeks.

Other Priority Publics

Researchers consider "people in the neighborhood" a prime public for the elementary school. This public does want to know what is going on and you need their understanding and support. This public includes the parent whose child has completed school; the neighborhood businessman; the senior citizen. You can add many more to the list. Take a look at what these people want to know.

Think about "tours" for local businesspeople, those who meet your youngsters on the way to and from school. What do these people---who rarely enter your school---really know about you? Are their opinions and attitudes shaped by the appearance of

the building? Yes! How are these people treated when they do visit? Do you have welcome signs posted that are truly welcome? Have you ever invited area senior citizens to lunch with your youngsters?

PUBLIC RELATIONS BEGINS INSIDE THE SCHOOL

Internal conditions must provide the kinds of encouragement and the opportunities necessary for public relations activities. If classroom teachers are to play a dominant role, they must feel that they are full-fledged partners in the educational enterprise.

School administrators are responsible for creating the all-important atmosphere in which public relations activities of classroom teachers can grow. They need to:

Support teachers in their public relations efforts.

Make certain that teachers have time for public relations responsibilities as an integral part of their daily schedule.

Use paraprofessional people to free the teacher to make parent contacts.

Provide telephone facilities that are private and convenient.

Relieve teachers of some of the clerical work connected with contacting parents.

Provide a suitable place for parent conferences to be held.

Work to effect an understanding of district policies, practices, and problems.

Provide inservice help as preparation for parent-teacher conferences.

Promote public relations activities through the combined efforts of the school's staff.

Recognize the accomplishments of individuals and groups.

Give attention to the improvement of working conditions: reasonable work loads, adequate materials and equipment, attractive surroundings.

Make information about the students, the school, and its programs easily accessible to the teachers.

Recognize teachers as professionals.

The classroom teacher, given the encouragement, has the responsibility to acquire knowledge of the school system and to be able to discuss it intelligently with others; to keep his own differences with colleagues and practices strictly within the system; to be actively interested in community life; to become a student of attitudes and opinions regarding public education; and to work for good relations with students, parents, and other people in the community.

There is no formal preparation for working well with parents and with the community; there is no reward or penalty for those who do or don't.

But the teacher who shows that extra spark of interest in students and in teaching receives dividends that are too great to be measured. The teacher who accepts a responsibility for school public relations as part of his daily schedule finds his job greatly enriched.

Teachers who take the time to invest in sending a note of commendation, or in calling a parent to report a student's progress or lack of progress, are the first to admit that it pays to practice public relations.

Education is a shared responsibility, shared among the school, the teachers, and the parents. Each has a right to participate.

Working with people can be a gift, or knack, or an art to be learned. Parents are people.

That's what this is all about.

FIRST IMPRESSIONS

Much of the information and attitudes held by the general public are transmitted from pupil to parent to public on the community grapevine," say public relations authorities Scott M. Cutlip and Allen H. Center in their book, Effective Public Relations. "There is no surer route to a person's heart -- or resentment--than through his child."

Teachers can be certain that the initial impression they make upon the children will be their introduction to the parents and to the community. Needless to say, it should be a good one.

There are a few general rules which, if established from the start, will help to make first impressions both good and continuing ones. Assuming that the "product" is good--in other words, that what goes on in the classroom is developing the individual potential of each student--the following are basic skills the teacher needs to develop to get this fact across to parents and to the public. The classroom teacher who communicates most effectively will:

Explain so others can understand.

Be tactful.

Be honest with parents, but not brutal.

Keep written communications personal.

Learn to listen.

Calling All Parents!

Every elementary teacher in Midland Park, New Jersey, makes a personal phone call to parents of his pupils at the beginning of the school year. Object: to let parents know that the teachers are interested in each child and to share information about each child with his parents.

Face to Face - For the First Time

A meeting of the minds -- that's what is hoped for in an individual teacher-parent conference. If teachers are a bit worried and fearful about those first meetings with individual parents, remember this: The parents feel dubious and nervous about the meeting, too. How can you ease the way for yourself, and for the parents? Here are some tips:

Plan ahead. Assemble the child's work in a folder. Jot down notes of his successes and failures.

Keep the coffee perking. Refreshments before and after the talk tend to relax the atmosphere.

In some neighborhoods, parents are shy about coming to private conferences. Try inviting parents of pupils in the same reading group to the same conference.

Take time to listen. You'll learn a lot about the child by letting the parents talk.

Show parents ways they can help their child overcome his learning problems.

Education is a cooperative venture between parents and teachers. Both must be aware of the other's willingness to share the responsibility.

First Notes Home

The teacher's only contact with some parents is the written word, a fact that makes that word even more important. Those messages, especially the first notes of the school year, which the teacher gives to each child to take home, have a big job to do. They must project the friendliness of the teacher's personality; they must inform the parents; they must show the parents that the teacher cares deeply about the children; and they must stir the parents to action and to involvement in helping the youngsters learn.

PET PEEVES OF PARENTS

Many parents who have complaints about their child's teacher or school never express their complaints to school people. Unfortunately, whether their unvoiced "gripes" are real or fancied, these silent parents may often be the noisiest in airing their peeves to friends and neighbors -- to the obvious detriment of the school.

Parents Say...

The thing I've reacted to most negatively in getting my family through school has been the teacher who talks in vague generalities or in academese and assumes -- because nobody answers when he say "Any questions?" -- that the parents know what he's talking about.

Parents Ask...

Why do teachers of the same grades have different homework policies? My third grader has a lot of homework; the youngster next door, in the same school but in a different third-grade room, has no homework.

Why don't the schools contact parents earlier in the school year? My fourth grader was in school nine weeks before we received a report card. We had no personal contact with the teacher for six weeks. More frequent communication between parent and teacher would be more helpful.

Why is outdoor recess left to the decision of the individual teacher? If the teacher doesn't feel like taking the group outdoors, the children don't get the exercise and fresh air they need in the middle of their studies.

Why don't the schools make a bigger effort to inform parents that education must be done by parents as well as by teachers? I think it's up to the schools to tell parents, over and over again, about the part parents really must play in helping their children succeed in school.

Why don't inflexible teachers realize that they frighten children? I'm thinking of one who told my first grader, "If you don't have the right change, don't bring milk money."

HOMEWORK -- THE BIGGEST LINK

The biggest continuing contact between the school and the home is the homework assignment. For this reason, it can be used positively or negatively as part of the school's public relations program.

The beginning of the school year is the time to examine carefully homework approaches and practices.

Does the homework serve a valid purpose?

Is it well within the capabilities of the students?

Has the class been thoughtfully motivated for the work?

Does the assignment grow out of school experience?

Is the work related to children's interests? Is it interesting?

Does it extend children's fund of information?

Is the work adapted to individual needs, interests, capacities?

Are pupils entirely clear about what they are to do?

Can they do the work without the help of parents or others?

Is the assignment a reasonable one in view of pupils' home condition?

Does it minimize the temptation merely to copy information?

Can it be evaluated fairly and/or be used in the daily program?

Realizing that the less parents understand about the school's homework practices and policies, the more likely they are to have strong negative feelings about their child's teacher and his homework assignments, many schools now distribute to parents folders on homework policy, with suggestions on how parents can and cannot help.

PARENTS COME TO SCHOOL

Parents come to school with mixed emotions. Many of them have a hard time saying what they really think and feel, are extremely defensive, and feel ill at ease and inadequate when talking to the figure of authority -- the teacher. The following methods have proved successful in easing strain on parents and in building real communication between parent and teacher:

The situation is warmer and easier when the teacher sits away from his desk (the symbol of authority or position). Parents can also be put at ease if the meeting takes place in a small conference room rather than a classroom, if possible. If such a room is not available, the teacher could arrange chairs at the back of the room for a more informal setting.

Don't rush the interview. It will probably take time for parents to relax, tell what they are really worried about, and express their real feelings and fears.

Be willing to agree with parents whenever possible. When the answer must be "No," take a long time to say it, and say it softly, without hostility. When there is agreement on a hundred small things, it is easier for both parent and teacher to state their differences frankly if a difference of opinion does exist.

Listen with enthusiasm. Parents should be encouraged to do the talking, telling, and suggestion making. Give parents a chance to "sound off," especially if they are angry or upset. After they have let off steam, you will find it easier to discuss the problem calmly. Try not to argue with them. Control your facial expressions of disapproval or anger. A wince or frown at a parent's comment or revelation may embarrass him or put him on guard.

Examine your own emotional reaction to criticism. Do you dislike people who give you new ideas, or who disagree with you? If so, you may be getting this message across in subtle, unspoken ways.

Decide in advance what is to be discussed during the parent conference. Assemble a folder of the student's work and jot down a checklist of the various problems to talk about.

Use the simplest and clearest words you can find to explain what you and their child do in school. Gear your talk to the parents' interests and avoid pedagese at all costs. At the same time, don't talk down to parents. They are not children, and they resent being treated as such.

Don't let comments about other children creep into the conversation. Avoid making comparisons with the student's brothers and sisters, or with his classmates.

Provide parents with at least one action step -- one thing they can do at home to help their child overcome a particular problem you've been discussing. Help them understand that their child's success in school must be a joint project of home and school.

Begin and end the conference with a positive and encouraging comment about the child and his school activities.

Don't take notes while talking with parents. They may feel intimidated and afraid to speak up.

Don't forget the follow-up. The first step is to write down the gist of what was discussed, so you won't forget it when writing the child's next report card or when preparing for the next parent conference.

Talking About Behavior Problems

Some parents will always be a hindrance to teachers who are trying to discipline their children. Others, once they are made aware of the problem, diplomatically, are eager to cooperate. The word "diplomatically" cannot be overstressed. Parents who must be told that their child has been a behavior problem in school are naturally upset. Some are extremely defensive and refuse to believe it. Others go to the opposite extreme and assure the teacher that they will go right home and punish the youngster. In either case, a little parent education is in order. Here are some tips from teachers who have conducted such parent conferences:

Keep the atmosphere pleasant and friendly.

Don't condemn the child or appear to be passing judgment; instead, be critical of the child's acts and try to find his reasons for doing them.

When seeking the reasons behind the child's misbehavior, try not to reproach the parents. Even if they have made mistakes, try to avoid "blaming" them for his actions. Instead, suggest mutual action by yourself and the parents to help the child improve his behavior.

If you feel that the child is emotionally disturbed or for any reason too much for you to handle, ask a guidance counselor or school psychologist to sit in on the conference.

Call parents' attention to the child's good points to relieve and reassure them. However, if his misbehavior is serious, don't make the mistake of underestimating its dangers and what it can do to him as a person.

Ask questions: How does he spend his spare time at home? Does he get along well with other children and with his brothers and sisters?

The Big Question

Should parents be told their children's IQ's?

Schools have found that the quickest and surest way to damage a good testing program (and damage its public relations) is to give out test scores promiscuously. It is infinitely better for all concerned if parents can be satisfied in learning the general classification in which their child's abilities fall -- able, above normal, normal, slow, or retarded.

When exact scores are given, parents often have an unfortunate tendency to use high scores as status symbols and to use low scores improperly as excuses for defeat.

Do's and Don'ts in Discussing Tests

Do stress the positive. If a boy's aptitude test reveals low aptitude for academic learning but high mechanical skill, talk to his parents about the mechanical ability first.

Don't argue. If parents refuse to believe a test result that is upsetting to them and to their high expectations for their child, respond in the following vein: "You may be right. Test results are not final, and Johnny's interest and skill in reading may well improve if you and I work together to help him. Don't forget that his mechanical ability is very high. Let's see if we can interest him in reading books about automobiles -- a subject he wants to know more about."

Do point out the weaknesses as well as the values of standardized tests -- the fact that they are not infallible indicators of a child's future success or failure.

Do make sure that parents understand what you are saying. Avoid use of terms that are probably unknown to them: commerical names of the various tests, and such phrases as "cumulative records," and "student norms." The fact that they don't ask what you mean by such terms does not indicate thay they understand them. Chances are they are reluctant to admit they don't know.

Don't overpower parents with too much information at one time. Remember, most of what you'll be saying will be new to them, and will take time for them to digest.

CONCLUSION

Cook Book Recipe for Public Relations??

So how do you as principal develop the communications skills necessary to do the job? You go after the task in the same general manner as the coach who is building a team. First of all, you make communications interests and problems a central part of your day-to-day work. You become fully knowledgeable about the functions and requirements of communications. You do not have to personally acquire all of the skills and be able to play all of the positions but, like a coach, you must recognize the skills and how to employ strategies to use them.

Those on the principal's communications team may include assistant principals, teachers, aides, volunteers, students, a staff-student advisory group, and parents and other community members.

This inevitably will be, and should be, a do-it-yourself development operation. There are no effective communications programs which can be duplicated in cookie-cutter fashion. While it is true that many will have similar components, each one will be different.

The most important ingredient in your public relations recipe is that your communications must be based on sincerity and a positive attitude that your students, staff, and your parents are really Number One!

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